

Unit of Study—					
TEKS #	Knowledge and Skill TEK	Student Expectation	Vocabulary	Tools	Instructional/Assessment Resources
2.2A 2.2B 2.2D 2.4A 2.4B 2.7D 2.1A 2.2C 2.2E 2.2F 2.7A	<p><b>2(A)Scientific processes.</b> The student develops abilities necessary to do <b>scientific inquiry</b> in the field and the classroom. The student is expected to:</p> <p><b>2(B)Scientific processes.</b> The student develops abilities necessary to do <b>scientific inquiry</b> in the field and the classroom. The student is expected to:</p> <p><b>2(D)Scientific processes.</b> The student develops abilities necessary to do <b>scientific inquiry</b> in the field and the classroom. The student is expected to:</p> <p><b>4(A)Scientific processes.</b> The student <b>uses age-appropriate tools and models</b> to verify that organisms and objects can be observed, described, and measured. The student is expected to:</p>	<p><b>2(A)ask questions</b> about organisms, objects, and events</p> <p><b>plan and conduct</b> simple</p> <p>2(B)descriptive investigations</p> <p><b>2(D)gather information</b> using simple equipment and tools to extend the senses</p> <p><b>4(A)collect information</b> using tools</p> <p><b>4(B)measure and compare</b> organisms and objects and parts of organisms and objects, using standard and non-standard units</p> <p><b>7(D)observe, measure, and record changes</b> in weather, the night sky, and seasons</p> <p><b>1(A)demonstrate safe practices</b> during classroom and field investigations</p> <p><b>2(C)compare results</b> of investigations with what students and scientists know about the world</p> <p><b>2(E)construct reasonable explanations</b> and draw conclusions using information and prior knowledge</p> <p><b>2(F)communicate</b> explanations about investigations</p> <p><b>7(A)observe, measure, record, analyze, predict, and</b></p>	<p>Sun</p> <p>Energy</p> <p>Solar energy</p> <p>Rotation</p> <p>Orbit</p> <p>Season</p> <p>Moon</p> <p>Moonlight</p> <p>Crater</p> <p>Constellation</p> <p>Weather</p> <p>Water cycle</p> <p>Evaporate</p> <p>Water vapor</p> <p>Thermometer</p> <p>Temperature</p> <p>Stratus</p> <p>Cirrus</p> <p>Cumulus</p>	<p>Computers</p> <p>Thermometers</p> <p>Clocks</p>	<p>Harcourt</p> <p>Teacher made assessments</p> <p>Field study of clouds</p> <p>Experiments</p> <p>Projects-ex: water cycle bracelet</p>

	<p><b>4(B)Scientific processes.</b> The student <b>uses age-appropriate tools and models</b> to verify that organisms and objects can be observed, described, and measured. The student is expected to:</p> <p><b>7(D)Science concepts.</b> The student knows that <b>many types of change occur.</b> The student is expected to:</p> <p><b>1(A)Scientific processes.</b> The student conducts classroom and field investigations following home and school <b>safety procedures.</b> The student is expected to:</p> <p><b>2(C)Scientific processes.</b> The student develops abilities necessary to do <b>scientific inquiry</b> in the field and the classroom. The student is expected to:</p> <p><b>2(E)Scientific processes.</b> The student develops abilities necessary to do <b>scientific inquiry</b> in the field and the classroom. The student is expected to:</p>	<p><b>illustrate</b> changes in size, mass, temperature, color, position, quantity, sound, and movement</p>			
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	<p><b>2(F)Scientific processes.</b> The student develops abilities necessary to do <b>scientific inquiry</b> in the field and the classroom. The student is expected to:</p> <p><b>7(A)Science concepts.</b> The student knows that <b>many types of change occur</b>. The student is expected to:</p>				
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CURRICULUM GUIDE  
Second Grade Science  
Fourth Six Weeks