

Wylie ISD Curriculum

Subject Area	Science	Bundle #:	2
Grade/Level	2	Weeks:	4-6
Overview			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
<p>2.7 The student knows that many types of change occur.</p>	<p>2.7A Observe, measure, record, analyze, predict, and illustrate changes.</p> <p>2.7B Identify, predict, and test uses of heat to cause change.</p>	<p>Including those seen in</p> <ul style="list-style-type: none"> • Size • Mass • Temperature • Color • Position • Quantity • Sound <ul style="list-style-type: none"> ▪ Volume, Pitch • Movement <p>Including</p> <ul style="list-style-type: none"> • Melting • Evaporation • Phase (or state) changes <ul style="list-style-type: none"> ▪ Water boiling ▪ Ice cube melting • Reaction when a change agent is applied <ul style="list-style-type: none"> ▪ Water will boil at a given temperature ▪ A rock will not boil at that same temperature ▪ A candle burning 	

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Subject Area	Science	Bundle #:	3
Grade/Level	2	Weeks:	7-9
Overview			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
<p>2.6 The student knows that systems have parts and are composed of organisms and objects.</p>	<p>2.6 A Manipulate, predict, and identify parts that, when separated from the whole, may result in the part or the whole not working.</p> <p>2.6B Manipulate, predict, and identify parts that, when put together, can do things they cannot do by themselves.</p>	<p>Including</p> <ul style="list-style-type: none"> • Flashlights without <u>batteries</u> • Plants without leaves • Yo-yo without string • Instrument without parts • Balance without a fulcrum • Circuits with missing parts <p>Including</p> <ul style="list-style-type: none"> • A guitar and guitar strings and/or pencil and pencil lead • Car without wheels • Mixer without beaters • Clock without hands • <u>Lamp</u> without a light bulb 	

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Subject Area	Science	Bundle #:	4
Grade/Level	2	Weeks:	10-12
Overview			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
2.7 The student knows that many types of change occur.	2.7C Demonstrate a change in the motion of an object by giving the object a push or a pull.	Including <ul style="list-style-type: none"> • Demonstrate with a variety of objects what happens when <ul style="list-style-type: none"> ▪ Pushed ▪ Pulled ▪ Released on a slope ▪ Left alone 	

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Subject Area	Science	Bundle #:	5
Grade/Level	2	Weeks:	13-15
Overview			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
<p>2.5 The student knows that organisms, objects, and events have properties and patterns.</p>	<p>2.5 A Classify and sequence organisms, objects, and events based on properties and patterns.</p> <p>2.5B Identify, predict, replicate, and create patterns.</p> <p>2.7D Observe, measure and record changes in weather, in the night sky, and seasons.</p>	<p>Including</p> <ul style="list-style-type: none"> • Seasons • Phases of the moon <p>Including</p> <ul style="list-style-type: none"> • Charts • Graphs <p>Including</p> <p>Seasonal Changes</p> <ul style="list-style-type: none"> ○ in temperature ○ Amounts of precipitation <p>Changes in the night sky</p> <ul style="list-style-type: none"> • Clear & cloudy • Phases of the moon 	

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Subject Area	Science	Bundle #:	6
Grade/Level	2	Weeks:	16-18
Overview			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
<p>2.5 The student knows that organisms, objects, and events have properties and patterns</p> <p>2.7 The student knows that many types of change occur.</p> <p>2.10 The student knows that the natural world includes rocks, soil, water, and gases of the atmosphere.</p>	<p>2.5B Identify, predict, replicate, and create patterns</p> <p>2.7D Observe, measure, and record changes in weather, the night sky, and seasons.</p> <p>2.10A Describe and illustrate the water cycle.</p>	<p>Including</p> <ul style="list-style-type: none"> • Charts • Graphs <p>Including</p> <ul style="list-style-type: none"> • Patterns in weather <ul style="list-style-type: none"> ▪ Storm patterns ▪ Daily temperature ▪ Length of day <p>Including</p> <ul style="list-style-type: none"> • Evaporation • Condensation (when clouds are formed) • Precipitation • Accumulation • Note to teacher: Clouds are formed when air contains as much water vapor (gas) as it can hold. This is called the saturation point, and it can be reached in two ways. First, moisture accumulates until it reaches the maximum amount the volume of air can hold. The other method reduces the temperature of the moisture filled air, which in turn lowers the amount of moisture it can contain. Saturation, therefore, is reached through evaporation and condensation, respectively. When saturation occurs, moisture becomes visible water droplets in the form of fog and clouds. 	

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Subject Area	Science	Bundle #:	8
Grade/Level	2	Weeks:	22-24
Overview			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
<p>2.5 The student knows that organisms, objects, and events have properties and patterns.</p>	<p>2.5A Classify and sequence organisms, objects, and events based on properties and patterns.</p>	<ul style="list-style-type: none"> • Classification of Animals- safety and protection for animals and people <ul style="list-style-type: none"> ▪ Reptile- safety ▪ Amphibian- safety and protection ▪ Mammal- safety and protection (including bats) ▪ Fish- safety and protection ▪ Insect- how they protect themselves ▪ Arachnid- safety ▪ Bird-safety <p>Use graphs to compare animals such as protection, height, size, etc. Chart examples: longest to shortest, shortest to longest, least to greatest, and greatest to least.</p>	

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Subject Area	Science	Bundle #:	9
Grade/Level	2	Weeks:	25-27
Overview			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
<p>2.6 The student knows that systems have parts and are composed of organisms and objects.</p>	<p>2.6D Observe and record the functions of animal parts.</p>	<p>Including</p> <ul style="list-style-type: none"> • Turtle/shell • Fish/fins • Owls/claws • Quills/porcupines • Skunk/scent • Elephant/trunk • Giraffe/long neck • Any other animal parts and functions • Students can create chart of different animal parts and their functions. <p>Including</p> <ul style="list-style-type: none"> • Introduction of circulatory system (heart) • Introduction of respiratory system (lungs) • Introduction of nervous system (brain) • Introduction of digestive system (stomach/intestines) 	

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Subject Area	Science	Bundle #:	10
Grade/Level	2	Weeks:	28-30
Overview			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
2.5 The student knows that organisms, objects, and events have properties and patterns.	2.5A Classify and sequence organisms, objects, and events based on properties and patterns.	Including but not limited to: <ul style="list-style-type: none"> • Animal growth <ul style="list-style-type: none"> ▪ Life cycle ▪ Egg, caterpillar/larva, chrysalis/pupa, butterfly/adult ▪ Egg, tadpole stages, adult amphibian 	

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Subject Area	Science	Bundle #:	11
Grade/Level	2	Weeks:	31-33
Overview			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
<p>2.5 The student knows that organisms, objects, and events have properties and patterns.</p> <p>2.6 The student knows that systems have parts and are composed of organisms and objects.</p> <p>2.9 The student knows that living organisms have basic needs.</p>	<p>2.5A Classify and sequence organisms, objects, and events based on properties and patterns.</p> <p>2.6C Observe and record the functions of plant parts.</p> <p>2.9A Identify the external characteristics of different kinds of plants and animals that allow their needs to be met.</p> <p>2.9B Compare and give examples of the ways living organisms depend on each other and on their environments.</p>	<p>Including</p> <ul style="list-style-type: none"> • Plant growth <ul style="list-style-type: none"> ▪ Life cycle <p>Including</p> <ul style="list-style-type: none"> • Leaves • Roots • Stems • Flowers • Seeds • Sprouts <p>Including</p> <ul style="list-style-type: none"> • External characteristics of plants <ul style="list-style-type: none"> ▪ Root length ▪ Leaf type ▪ Stem type ▪ Seed type ▪ Flower ▪ Sprouts <p>Including</p> <ul style="list-style-type: none"> • Animals <ul style="list-style-type: none"> ▪ Move seeds ▪ Food sources ▪ Provide products • Plants <ul style="list-style-type: none"> ▪ Cross pollinate ▪ Provide food for animals/plants ▪ Provide shelter for animals ▪ Provide oxygen 	

