



**Course Description  
Grades K-2  
Texas 2016-17**

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## Kindergarten Course Description

Unit	Describing Objects
Science Concepts TEKS	K.5 A, B
Instruction Module	<p>In this Instruction Module, students learn that objects can be described and compared with each other based on their size, shape, and mass. They learn to describe objects as heavy, light, big, and small. They are introduced to the basic concepts of mass and volume.</p> <p>The students also learn that objects can change properties by heating and cooling. They can freeze, melt, and evaporate. They can be solid, liquid, or gas.</p>
Interactivity (Embedded in IM)	<p>In the Interactivity, students follow instructions and learn how to compare different objects based on their size and mass. The students compare two objects at a time and tell if the objects are bigger or smaller, and heavier or lighter.</p>
Quiz	<p>The questions in the assessment section test students' ability to identify and compare the physical properties of objects including size, mass, color, texture, and state. They also test their ability to recognize changes caused by heating or cooling.</p>
Glossary	Describing Objects
Teacher Resources	Describing Objects

Unit	See, Feel, and Hear
Science Concepts TEKS	K.6 A
Instruction Module	<p>In this Instruction Module, students are introduced to light energy, heat energy, and sound energy. They are made to recognize some common sources of these three types of energy, and to understand how energy is observed through the senses of sight, touch, and hearing. They are familiarized with the concept that light, heat, and sound energy can be sensed using different sense organs—eyes, skin, and ears respectively.</p>
Interactivity (Embedded in IM)	<p>A simple interactive section, in which students predict which senses are used to observe certain forms of energy, is integrated within the main section of the Instruction Module.</p>

**Quiz** The questions in the assessment section test the students' understanding of the sources and the senses associated with light energy, heat energy, and sound energy.

**Glossary** See, Feel, and Hear

**Teacher Resources** See, Feel, and Hear

Unit	Attractions
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<b>Science Concepts TEKS</b>	<b><i>K.6 B</i></b>
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<b>Instruction Module</b>	In this Instruction Module, students are introduced to magnets. They recognize that magnets attract some objects such as refrigerator doors and paper clips that contain iron. They learn that magnets are of different shapes and sizes and have two ends which are usually colored differently; different colored ends (unlike poles) attract each other and similar colored ends (like poles) repel each other.
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<b>Interactivity (Embedded in IM)</b>	A simple interactive section, in which students predict which objects are attracted to magnets, is integrated within the main section of the Instruction Module.
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<b>Quiz</b>	The questions in the assessment section test student' understanding of the following concepts: objects that are attracted to magnets, and attraction and repulsion between two magnets.
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<b>Glossary</b>	Attractions
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**Teacher Resources** Attractions

Unit	Place and Location
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<b>Science Concepts TEKS</b>	<b><i>K.6 C</i></b>
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<b>Instruction Module</b>	In this Instruction Module, students learn that every object has a location. They are introduced to the concept of location and that an object's location can be described in relation to another object. Students learn to identify locations such as above, below, behind, beside, and in front of, in relation to other objects.
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<b>Interactivity (Embedded in IM)</b>	In the Interactivity, students identify the locations of various objects in a playground in relation to a slide.
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**Quiz**

The questions in the assessment section test students' understanding of the following concept: locations of objects in relation to other objects.

**Glossary**

Place and Location

**Teacher Resources**

Place and Location

**Unit**

**Moving Objects**

**Science Concepts TEKS**

***K.6 D***

**Instruction Module**

In this Instruction Module, students are introduced to the movement of objects. They recognize and learn about different types of movement. They observe objects that move straight, round and round, up and down, and in a zigzag manner. They are also introduced to the fast and slow movement.

**Interactivity  
(Embedded in IM)**

In this interactive section, students are shown zigzag, straight, and round paths that lead to different destinations. They observe the shape of the paths and decide the kind of motion required to reach the destination.

**Quiz**

The questions in the assessment section test student' understanding of the following concepts: fast and slow moving objects and different kinds of motion.

**Glossary**

Moving Objects

**Teacher Resources**

Moving Objects

**Unit**

**Describing Rocks**

**Science Concepts TEKS**

***K.7 A, C***

**Instruction Module**

In this Instruction Module, students observe that rocks come in different shapes, sizes, colors, and textures. By comparing the characteristics of different rocks, they learn to sort them into the various categories. Students also understand the different uses of rocks and soils by learning about the numerous ways in which rocks help us in our daily lives.

**Interactivity  
(Embedded in IM)**

In this interactivity, students understand the different characteristics of rocks by identifying and sorting rocks on the basis of their properties. Students demonstrate an understanding of properties by selecting a specific rock based on its properties.

**Quiz** The questions in the assessment section test students' understanding of the following concepts: characteristics of rocks, objects made from rocks, sorting rocks by their properties.

**Glossary** Describing Rocks

**Teacher Resources** Describing Rocks

## Unit Describing Water

**Science Concepts TEKS** *K.7 B, C*

**Instruction Module** In this Instruction Module, students observe and describe physical properties of water including color and clarity. They learn that water is found in different forms such as clouds, rain, snow and ice. They also identify natural sources of water such as lakes, rivers and oceans and classify them as freshwater and salt water. Students recognize that water is very useful and is used for a variety of purposes such as drinking, washing, cooking, cleaning and farming.

**Interactivity (Embedded in IM)** In the Interactivity, students describe the different physical properties of water.

**Quiz** The questions in the assessment section test students' understanding of the following concepts: Uses of water, forms of water, physical properties of water, and sources of natural water.

**Glossary** Describing Rocks

**Teacher Resource** Describing Rocks

## Unit Daily Changes and Repeating Patterns

**Science Concepts TEKS** *K.8 A, B, C*

**Instruction Module** In this Instruction Module, students identify events that have repeating patterns such as changing seasons of the year, changes of objects in the sky such as the Sun and Moon that cause day and night, and changes in the shape of the moon that repeats every month.

**Interactivity (Embedded in IM)** Students know that the Sun, Moon, and seasons form a repeating pattern in the natural world. In this Interactivity, students identify and arrange some of the activities that they do throughout the day to form a repeating pattern.

**Quiz**

The questions in the assessment section test students' understanding of the following concepts: Identifying and describing daily patterns such as day and night and repeating patterns such as seasons and the changes in the shape of the moon.

**Expository Text Passage**

Exploring What Scientists Do – Meteorologists: Scientists Who Study Weather  
TEKS: K.1A, B, C; K.2A, B, C, D; K.3B, C; K.4A(demonstration thermometer, wind socks), B; K.8A, C

**Glossary**

Daily Changes and Repeating Patterns

**Teacher Resources**

Daily Changes and Repeating Patterns

**Unit**

**Needs of Plants and Animals**

**Science Concepts TEKS**

***K.9 A, B***

**Instruction Module**

In this Instruction Module, students recognize the difference between living things and nonliving things based on their basic needs or lack of needs. The student learns that humans, animals, and plants are living things. They learn more about each of the needs of living things. Students are introduced to the concept of an offspring.

**Interactivity (Embedded in IM)**

In the Interactivity, students identify and categorize things on a farm into living things and nonliving things based on concepts covered in the lesson.

**Quiz**

The questions in the assessment section test the students' understanding of the following concepts: differences between living and nonliving things, the basic needs of living things, identifying the basic need and identifying the offspring.

**Expository Text Passage**

Exploring What Scientists Do – Entomologists: Scientists Who Study Insects  
TEKS: K.1A, B, C; K.2B, C, D, E; K.3B, C; K.4A, B; K.9B

**Glossary**

Needs of Plants and Animals

**Teacher Resource**

Needs of Plants and Animals



Unit	Plants and Animals
Science Concepts TEKS	<i>K.10 A, B</i>
Instruction Module	In this Instruction Module, students learn that plants and animals have physical characteristics that help them survive in their environment. They learn to identify different parts of a plant such as the roots, stem and leaves and learn about their functions. They learn that physical features of plants such as leaf shape can be used to sort plants into different groups. They also learn that physical characteristics of animals such as body coverings can be used to sort animals into different groups.
Interactivity (Embedded in IM)	In the interactive section of this Instruction Module, students apply their understanding of plant and animal body parts by matching different plants and animals with their missing body parts. They also identify plants and animals based on where they live and their physical characteristics.
Quiz	The questions in the assessment section test the students' understanding of the following concepts: parts of a plant and their functions, physical characteristics of animals, and sorting of plants and animals based on their characteristics.
Glossary	Plants and Animals
Teacher Resource	Plants and Animals

Unit	Fruit from a Seed
Science Concepts TEKS	<i>K.10 C, D</i>
Instruction Module	In this Instruction Module, students understand the changes that a plant undergoes in its life cycle. They learn to identify a seed, a seedling, a flower, the fruit, the leaf, the stem, and the root of a plant. Students also understand that a plant needs sunlight, food, soil, and air to survive and grow. By comparing the adult plant with the young plant, students learn to identify the similarities and differences between the two.
Interactivity (Embedded in IM)	In the Interactivity, students learn to identify the order and names of the different stages in the growth of a plant. They do this by putting the pictures of the stages in the life cycle of a pumpkin plant, in order, from seed to fruit.

<b>Quiz</b>	The questions in the assessment section test students' understanding of the following concepts: stages in the life cycle of a plant, identifying a plant part, needs of a plant.
<b>Expository Text Passage</b>	Patterns and Properties – The Life Cycle of a Bean Plant TEKS: K.1A, B, C; K.2A, C, D; K.3B, C; K.4A; K.8; K.9B; K.10B,D
<b>Glossary</b>	Fruit from a Seed
<b>Teacher Resource</b>	Fruit from a Seed

## Grade 1 Course Description

<b>Unit</b>	<b>Sorting and Changing Matter</b>
<b>Science Concepts TEKS</b>	<b>1.5 A, B</b>
<b>Instruction Module</b>	In this Instruction Module, students learn to classify matter by recognizing properties such as size, mass, color, and texture. Students also observe the changes that occur in matter when heated or cooled: melting and freezing.
<b>Interactivity</b>	<b>Sort Them!</b> : In this Interactivity, students classify objects based on their physical properties of mass, size, shape, and color.
<b>Quiz</b>	The questions in the assessment section test student' understanding of the following concepts: basis on which matter is sorted, properties of matter such as color and changes that occur in matter.
<b>Glossary</b>	Sorting and Changing Matter
<b>Teacher Resource</b>	Sorting and Changing Matter
<b>Unit</b>	<b>Energy and Its Uses</b>
<b>Science Concepts TEKS</b>	<b>1.6 A</b>

<b>Instruction Module</b>	In this Instruction Module, students learn the concept of energy and its importance in everyday life. They are also introduced to three forms of energy, namely light energy, heat energy, and sound energy, and the uses of each of the three forms. They understand that while the different forms of energy cannot be touched, they can be experienced in many ways; light energy can be seen, heat energy can be felt, and sound energy can be heard.
<b>Interactivity</b>	<b>Energize!:</b> In the Interactivity, students are required to “energize” various objects in a toy house by identifying the type(s) of energy each of them uses or gives out.
<b>Quiz</b>	The questions in the assessment section test students’ understanding of the following concepts: the form(s) of energy objects use or give out, and which sense helps us experience one of the forms of energy.
<b>Glossary</b>	Energy and Its Uses
<b>Teacher Resource</b>	Energy and Its Uses

<b>Unit</b>	<b>Magnets – Push or Pull?</b>
<b>Science Concepts TEKS</b>	<b>1.6 B</b>
<b>Instruction Module</b>	In this Instruction Module, students recognize that force and motion are part of everyday life and magnets can exert force. They recognize that magnets have two poles and that opposite poles attract each other while similar poles repel each other. They learn that magnets can be used to push or pull objects.
<b>Interactivity</b>	<b>Magnets – Push or Pull?:</b> In the Interactivity, students identify objects that are attracted to magnets. They “use” a magnet to pick up the magnetic objects. Then, they use a magnet to attract and repel other magnets in order to “collect” them.
<b>Quiz</b>	The questions in the assessment section test students’ understanding of the following concepts: force, magnets, and magnetic attraction and repulsion.
<b>Glossary</b>	Magnets – Push or Pull?
<b>Teacher Resource</b>	Magnets – Push or Pull?

Unit	How Do They Move?
Science Concepts TEKS	<b>1.6 C, D</b>
Instruction Module	In this Instruction Module, students observe various moving objects in a fair including a Ferris wheel, a pendulum boat, pigs in a race, and a cable car, and identify how they are moving. They recognize the different ways in which objects can move such as, in a straight line, up and down, back and forth, round and round, and fast and slow. They learn to describe the change in the location of an object using words such as closer to, nearer to, and farther from.
Interactivity	<b>Moving Animals:</b> In the Interactivity, students observe animals moving in different ways and identify the words that describe the movement of each animal.
Quiz	The questions in the assessment section test students' understanding of the following concepts: words used to describe the movement of objects, patterns or traces made by moving objects, and objects that move in different ways.
Glossary	How Do They Move?
Teacher Resource	How Do They Move?

Unit	Using Rocks, Soil, and Water
Science Concepts TEKS	<b>1.7 A, B, C</b>
Instruction Module	In this Instruction Module, students will learn to identify and compare the color, composition, and the different layers of soil, and sort components of soil such as sand, silt, and clay based on size and texture. They also learn to identify different sources of water such as lakes, streams, rivers, and oceans, and identify useful products formed from rocks, soil, and water.
Interactivity	<b>Using Rocks, Soil, and Water:</b> In the Interactivity, students identify and group objects as water product, soil product, and rock product.
Quiz	The questions in the assessment section test students' understanding of the following concepts: Describing texture of soils, Identifying components of soil based on size, Identifying and describing rocks, soil and water.

<b>Expository Text Passage</b>	The Three R's of Conservation: Reduce, Reuse, Recycle TEKS: 1.1A, C; 1.4A; 1.7C
<b>Glossary</b>	Using Rocks, Soil, and Water
<b>Teacher Resource</b>	Using Rocks, Soil, and Water

<b>Unit</b>	<b>Weather Information</b>
<b>Science Concepts TEKS</b>	<b>1.8 A, D</b>
<b>Instruction Module</b>	In this Instruction Module students describe weather and understand that weather information can be recorded by observing, measuring, and describing weather conditions such as hot or cold, clear or cloudy, calm or windy, and rainy or icy. They learn and demonstrate that air is all around us and wind is moving air which can be observed by the motion of objects.
<b>Interactivity</b>	<b>What to Wear?:</b> In the Interactivity, students will demonstrate an understanding of how weather affects their daily lives by selecting appropriate clothing based on different weather conditions.
<b>Quiz</b>	The questions in the assessment section test students' understanding of the following concepts: Observing wind as moving air, appropriate clothing based on weather conditions, recording weather conditions, measuring relative temperature using thermometers.
<b>Expository Text Passage</b>	Exploring What Scientists Do – Meteorologists: Scientists Who Study Weather TEKS: 1.1A, B, C; 1.2A, B, C, D; 1.3B, C; 1.4A, B; 1.8A, C
<b>Glossary</b>	Weather Information
<b>Teacher Resource</b>	Weather Information

Unit	Day and Night, and Seasons
Science Concepts TEKS	<b>1.8 B, C</b>
Instruction Module	In this Instruction Module, students learn that there are different objects visible in the sky during the day and different objects visible at night. They observe the changes in the shape of objects in the sky during the day and during the night. They learn to differentiate seasons of the year based of activities, surroundings, and temperature.
Interactivity	<b>What's the Season?:</b> n the Interactivity, students identify the activities performed during the course of the day and the greetings that are associated with different times of the day. They identify and differentiate the activities associated with the different seasons.
Quiz	The questions in the assessment section test the students' understanding of the following concepts: appearance and shape of objects in the sky and the time of day, seasons of the year and distinct features associated with each season.
Expository Text Passage	Observing Objects in the Sky – Exploring the Moon TEKS: 1.1A; 1.2A, B, C, D, E; 1.3B, C; 1.4A(clocks, notebooks); 1.6D; 1.8B
Glossary	Day and Night, and Seasons
Teacher Resource	Day and Night, and Seasons

Unit	Basic Needs of Living Things
Science Concepts TEKS	<b>1.9 A</b>
Instruction Module	In this Instruction Module students learn the differences between living and nonliving things. They are made aware of the factors that make a thing living or nonliving. They learn the basic needs that help living things survive and grow.
Interactivity	<b>Match'em:</b> In this Interactivity students match an organism with its food needs and shelter.

**Quiz** The questions in the assessment section test student' understanding of the following concepts: needs of plants, shelters of animals, differences between living and nonliving things.

**Glossary** Basic Needs of Living Things

**Teacher Resource** Basic Needs of Living Things

Unit	Depending on Each Other
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<b>Science Concepts TEKS</b>	<b>1.9 B, C</b>
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**Instruction Module** In this Instruction Module, students learn about how living things in an environment depend on each other to meet their basic needs. They learn that animals depend on plants for food, air and shelter and plants depend on animals for spreading their seeds and sometimes for water and nutrients (as in the case of indoor plants). They also learn that animals sometimes depend on each other to meet their basic needs. They understand that plants convert energy from sunlight to a form that can be used by them and animals and that such an interdependence for energy can be depicted using diagrams called food chains.

**Interactivity** **Snap It Up!** : In this Interactivity, students observe and record different examples of interdependence among plants and animals in a park, forest, and pond environment.

**Quiz** The questions in the assessment section test student understanding of the following concepts: basic needs of plants and animals, food chains, interdependence among plants and animals to meet their basic needs.

**Expository Text Passage** Organisms and Environments – Animals Need Homes  
TEKS: 1.1A, B, C; 1.2A; 1.3A; 1.4A; 1.9B, C

**Glossary** Depending on Each Other

**Teacher Resource** Depending on Each Other

Unit	Animals and their Environments
Science Concepts TEKS	<b>1.10 A</b>
Instruction Module	In this Instruction Module, students learn that animals have unique external features which help them survive in a particular environment. They learn to identify the external features that help each animal survive in its environment. Students also learn that different parts of the world have different environments and the animal's features are suited to that specific environment.
Interactivity	<b>What Helps Me Survive?:</b> In the Interactivity, students identify the correct external feature that will help an animal survive in its environment. They also learn to use the correct name of the feature for each animal.
Quiz	The questions in the assessment section tests students' understanding of the following concepts: unique external features of an animal, how the feature helps the animal survive, and the correct name of the feature.
Expository Text Passage	Exploring What Scientists Do – Entomologists: Scientists Who Study Insects TEKS: 1.1A, B, C; 1.2A, B, C, D, E; 1.3A, B, C; 1.4A, B; 1.10A
Glossary	Animals and their Environments
Teacher Resource	Animals and their Environments

Unit	Parts of a Plant
Science Concepts TEKS	<b>1.10 B</b>
Instruction Module	In this Instruction Module, the students learn to identify the various parts of a plant. They do this by comparing the various parts of a plant, including the root, stem, leaf, flower, fruit, and seed. Students also learn how each plant part helps the plant by performing individual functions.
Interactivity	<b>Backyard Bugs:</b> In this interactivity, students learn the positions of the various plant parts by placing backyard bugs on the different parts of plants. Students also learn how each plant part helps the bugs in different ways, be it providing them with shelter or food.



**Quiz**

The questions in the assessment section test students' understanding of the following concepts: needs of a plant, the uses of plant parts, functions of plant parts, identifying the parts of a plant.

**Expository Text Passage**

Structure and Function – The Parts of a Plant  
 TEKS: 1.1A, B, C; 1.2A, C, D; 1.3 C; 1.4A (hand lenses, paperclips, notebooks), B; 1.10B

**Glossary**

Parts of a Plant

**Teacher Resource**

Parts of a Plant

Unit	Life Cycle of Animals
Science Concepts TEKS	<b>1.10 C, D</b>
Instruction Module	<p>In this Instruction Module, students learn that a cycle is a repeating pattern of events and that a life cycle of an animal consists of different stages in its life such as birth, growth and reproduction. They learn to identify and describe the stages in the life cycle of different animals such as a chicken and a frog. They learn that some animals such as frogs and butterflies produce young that look very different from their parents while other animals such as birds and mammals produce young that closely resemble their parents. They also learn to compare the young of different animals with their parents.</p>
Interactivity	<p><b>One...Two...Three...Grow!</b> : In this Interactivity students apply their understanding of life cycles to match different young ones with their parents. They compare the physical features of the young with different sets of parents in order to make correct matches.</p>
Quiz	<p>The questions in the assessment section test student understanding of the following concepts: animal life cycles, stages in the life cycle of a frog and a butterfly.</p>
Glossary	Life Cycle of Animals
Teacher Resource	Life Cycle of Animals

## Grade 2 Course Description

Unit	Physical Properties of Matter
Science Concepts TEKS	<b>2.5 A</b>
Instruction Module	In this Instruction Module, students recognize that all things are made of matter. They are introduced to the physical properties of matter including shape, relative mass, relative temperature, texture, flexibility, and whether a material is a solid, liquid, or gas. They learn that these physical properties help us to describe, identify, and classify matter.
Interactivity	<b>Physical Properties of Matter:</b> The Interactivity is a virtual experiment in which students “use” a double pan balance to compare masses and classify them as “heavier” or “lighter” than a given object. Then, they compare their temperatures and classify them as “warm”, “cold”, or “normal”. Finally, they “use” a magnet to classify the objects as magnetic or nonmagnetic object.
Quiz	The questions in the assessment section test students’ understanding of the following concepts: physical properties of matter including shape, relative temperature, texture, and states of matter.
Glossary	Physical Properties of Matter
Teacher Resource	Physical Properties of Matter

Unit	Changes in Matter
Science Concepts TEKS	<b>2.5 B, C</b>
Instruction Module	In this Instruction Module, students are presented with examples to demonstrate that cutting, folding, sanding, freezing, or melting changes the physical properties of objects but does not change the matter that makes up the object. They observe and compare changes caused by heating and cooling. They recognize that heating can sometimes change the matter that the object is made of.

<b>Interactivity</b>	<b>Changes in Matter:</b> The Interactivity is a virtual experiment in which students predict the changes that may be caused by heating and cooling different materials. Then, they place the materials in the oven and the freezer and observe the changes caused by heating and cooling.
<b>Quiz</b>	The questions in the assessment section test students understanding of the following concepts: changes caused by folding, heating and cooling (evaporation, melting, freezing, and changes in temperature).
<b>Glossary</b>	Changes in Matter
<b>Teacher Resource</b>	Changes in Matter

<b>Unit</b>	<b>Introduction to Mixtures</b>
<b>Science Concepts TEKS</b>	<b>2.5 D</b>
<b>Instruction Module</b>	In this Instruction Module, students learn that materials with different physical properties physically combine to form a mixture. They also observe how different materials when put together, may have functions that the parts could not do by themselves. They learn to select the right materials for the right job based on the physical properties of the materials.
<b>Interactivity</b>	<b>Introduction To Mixtures:</b> The Interactivity is an experiment wherein the students use various materials with different physical properties to create a combination that serves a particular function. They test the properties of the various materials provided to select the right material.
<b>Quiz</b>	The questions in the assessment section test students understanding of the following concepts: physical properties of objects, functions of different materials, identifying mixtures.
<b>Glossary</b>	Introduction to Mixtures
<b>Teacher Resource</b>	Introduction to Mixtures

Unit	Effect of Energy on Matter
Science Concepts TEKS	<b>2.6 A</b>
Instruction Module	In this Instruction Module, students observe how increasing or decreasing amounts of light, heat, and sound energy affect various objects. They investigate the effects of light energy on brightness, sound energy on loudness and softness, and investigate how the amount of heat energy can make some things melt or freeze.
Interactivity	<b>Increasing Heat energy:</b> The Interactivity is an experiment wherein students investigate how increasing or decreasing heat energy can affect objects. They identify the change in energy needed to cause a particular change in an object, observing the time taken to melt different materials.
Quiz	The questions in the assessment section test students understanding of the following concepts: changes caused by heating and cooling, effect and use of light energy, effect of sound energy on loudness and softness.
Glossary	Effect of Energy on Matter
Teacher Resource	Effect of Energy on Matter

Unit	Using Magnets
Science Concepts TEKS	<b>2.6 B</b>
Instruction Module	In this Instruction Module, students observe the use of magnets in everyday life. They learn about the different uses of magnets, where to find magnets, and how magnets work. They observe how magnets attract and repel each other.
Interactivity	<b>Magnetizing a Needle:</b> In the Interactivity, students learn how to make a magnet and identify the two poles through careful observation. Safety measures while doing an experiment is emphasized.
Quiz	The questions in the assessment section test the students' understanding of the following concepts: identifying objects that are attracted to a magnet and objects that use magnets, and using scientific vocabulary.

<b>Glossary</b>	Using Magnets
<b>Teacher Resource</b>	Using Magnets
<b>Unit</b>	<b>On the Move</b>
<b>Science Concepts TEKS</b>	<b>2.6 C, D</b>
<b>Instruction Module</b>	In this Instruction Module, students observe the changes in position of a moving object. They learn to mark and record the distance an object moves. Students also learn and observe the different kinds of motion in objects, such as a cup rolling and a ruler sliding.
<b>Interactivity</b>	<b>On the Move:</b> The interactivity is designed as an experiment that allows a student to observe and record the movement of different objects by tracing their motion on a white sheet of paper. This is done by allowing the student to “dip” an object in paint and then letting it slide down a ramp to trace a path on a white sheet of paper.
<b>Quiz</b>	The questions in the assessment section test student’ understanding of the following concepts: force, types of motion, instruments used to measure distance, and position.
<b>Glossary</b>	On the Move
<b>Teacher Resources</b>	On the Move

Unit	Natural Resources
Science Concepts TEKS	<b>2.7 A, B, C</b>
Instruction Module	In this Instruction Module, students learn that rocks are found everywhere and can be described and classified based on their physical properties such as size, texture, and color; They also learn to identify and compare the properties of natural sources of freshwater and saltwater; and distinguish between natural and manmade resources.
Interactivity	<b>Get Resourceful!</b> : In the Interactivity, students identify and classify resources as natural and man-made resources.
Quiz	The questions in the assessment section test students' understanding of the following concepts: Identify between natural and man-made resources, describing rocks based on physical properties, identifying natural sources of freshwater and saltwater.
Expository Text Passage	The Three R's of Conservation: Reduce, Reuse, Recycle TEKS: 2.1A, C; 2.2D, E; 2.4A; 2.7C
Glossary	Natural Resources
Teacher Resource	Natural Resources

Unit	Weather and the Water Cycle
Science Concepts TEKS	<b>2.8 A, B, C</b>
Instruction Module	In this Instruction Module, students learn to measure and record patterns in data and seasonal information to understand and predict the weather. They identify the importance of weather and the seasons on clothing and activities. They are introduced to different tools that measure and record the weather. They understand the processes in the water cycle, including evaporation, condensation, and precipitation, as connected to weather conditions.

<b>Interactivity</b>	<b>The Indoor Water Cycle:</b> In this Interactivity, students first match clothing and activities with the correct seasons and then label the seasons. They also solve a jigsaw puzzle to complete pictures of seasonal cycle, water cycle, and the day and night cycle and label them.
<b>Quiz</b>	The questions in the assessment section test students understanding of the following concepts: processes in the water cycle, reading patterns in data provided, effect of seasons on clothing.
<b>Expository Text Passage</b>	Exploring What Scientists Do – Meteorologists: Scientists Who Study Weather TEKS: 2.1A, B, C; 2.2A, B, C, D; 2.3B, C; 2.4A, B; 2.8A, C
<b>Glossary</b>	Weather and the Water Cycle
<b>Teacher Resource</b>	Weather and the Water Cycle

<b>Unit</b>	<b>Sky World</b>
<b>Science Concepts TEKS</b>	<b>2.8 D</b>
<b>Instruction Module</b>	In this Instruction Module, students learn the changes that occur in the sky through the day. They observe the changes that occur during sunset and sunrise. They also observe how the sky changes from clear to cloudy. Students are made aware of the changing shapes of Moon in the night sky. They also observe stars.
<b>Interactivity</b>	<b>Model-making:</b> The Interactivity is a virtual experiment that traces the apparent movement of the Sun during a single day. It allows a student to mark the position of the Sun through the day, with respect to a fixed point. Students can drag and drop stickers onto a dome—which represents the sky—to mark the Sun’s position at a particular time.
<b>Quiz</b>	The questions in the assessment section test students understanding of the following concepts: objects in the sky, patterns of objects in the sky, and the effect of clouds on weather.
<b>Expository Text Passage</b>	Observing Objects in the Sky – Exploring the Moon TEKS: 2.1A; 2.2A, B, C, D, E; 2.3B, C; 2.4A; 2.8D



Glossary	Sky World
Teacher Resource	Sky World

<b>Unit</b>	<b>Living Things and Their Environment</b>
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Science Concepts TEKS	<b>2.9 A, B, C</b>
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**Instruction Module**

In this Instruction Module, students learn the basic needs that living things need to survive. They learn factors in the environment that affect growth and behavior such as migration, hibernation, and dormancy of living things. Students also compare the different ways in which organisms depend on the environment and on other organisms. They learn how to draw food chains.

**Interactivity**

**Build the Energy Bar:** This is a simple interactivity that teaches a student the dependence of organisms on each other. This is done by asking the student to arrange organisms in the correct order in a given food chain.

**Quiz**

The questions in the assessment section test students understanding of the following concepts: needs of organisms, behavior with relation to the changes in environment, and dependence demonstrated through food chains.

**Expository Text Passage**

Mammals: Large and Small  
 TEKS: 2.1A, C; 2.2A, C, D, E, F; 2.3B, C; 2.4A (hand lens, notebooks, computers, safety goggles), B; 2.9A; 2.10A

Glossary	Living Things and Their Environment
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Teacher Resource	Living Things and Their Environment
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<b>Unit</b>	<b>Animal and Plant Adaptations</b>
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Science Concepts TEKS	<b>2.10 A, B</b>
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**Instruction Module**

In this Instruction Module, students learn that adaptations are physical and behavioral features that animals and plants have developed over time to help them survive in their environments. They learn that physical adaptations in animals are body parts such as fins, wings, feet, teeth, claws, beaks and body coverings, and behavioral adaptations include hibernation, migration and living in communities. They learn that some of the physical adaptations in plants include stems, roots, leaves, vines, tendrils and flowers.

**Interactivity**

**Animal and Plant Adaptations:** In this Interactivity, students apply their understanding of animal and plant adaptations to identify the adaptations in different animals and plants. They also sort the different animal and plant adaptations into physical and behavioral adaptations.

**Quiz**

The questions in the assessment section test student understanding of the following concepts: physical and behavioral adaptations in animals, physical and behavioral adaptations in plants.

**Expository Text Passage**

**Organisms and Environments – The Venus Fly Trap**  
 TEKS: 2.1A, B; 2.2A, B, C, D, E, F; 2.4A (hand lens, notebooks, terrariums, nonstandard measurement tools); 2.9A, C; 2.10B

**Mammals: Large and Small**  
 TEKS: 2.1A, C; 2.2A, C, D, E, F; 2.4A (hand lens, notebooks, computers, safety goggles); 2.9A; 2.10A

**Structure and Function – The Parts of a Plant**  
 TEKS: 2.1A, B, C; 2.2A, B, C; 2.3 C; 2.4A, B; 2.10B

**Glossary**                      Animal and Plant Adaptations

**Teacher Resource**                      Animal and Plant Adaptations

**Unit**                                      **Life Cycles of Insects**

**Science Concepts TEKS**                      **2.10 C**

<p><b>Instruction Module</b></p>	<p>In this Instruction Module, students learn that the life cycles of some insects such as butterflies, ladybugs and moths include four distinct stages namely the egg, larva, pupa and adult. They learn that the life cycles of some other insects such as dragonflies, cockroaches and grasshoppers include three stages namely the egg, nymph and adult, and that the nymph resembles the adult. They compare and describe the different stages in the life cycle of an insect. They also understand that metamorphosis is the changes in form as an insect goes through the different stages of its life cycle.</p>
<p><b>Interactivity</b></p>	<p><b>Costume Mayhem!:</b> In this Interactivity, students apply their knowledge and understanding of a butterfly life cycle. They observe the physical features of each stage in order to correctly identify it. Once all the stages are identified, students arrange the different stages in the correct order of occurrence.</p>
<p><b>Quiz</b></p>	<p>The questions in the assessment section test student understanding of the following concepts: different stages in a butterfly life cycle, metamorphosis, life cycle of a cockroach.</p>
<p><b>Expository Text Passage</b></p>	<p>Exploring What Scientists Do – Entomologists: Scientists Who Study Insects TEKS: 2.1A, B; 2.2A, B, C, D, E, F; 2.3 C; 2.4A, B; 2.10B</p>
<p><b>Glossary</b></p>	<p>Life Cycle of Insects</p>
<p><b>Teacher Resource</b></p>	<p>Life Cycle of Insects</p>