

Northpoint Horizons

CAVS Correlated to the Texas Essential Knowledge and Skills (TEKS)

Grade 2

This document provides a sampling of the extensive math directives offered throughout the CAVS program that meet the Texas Essential Knowledge and Skills (TEKS).

Texas Essential Knowledge and Skills	CAVS Grade K-2 Teacher's Guide Examples/Lessons
Knowledge and Skills	
2.1 Scientific processes. The student conducts classroom and field investigations following home and school safety procedures.	
a. demonstrate safe practices during classroom and field investigations	Lesson 1 – TG pp. 1-6 <i>What are living things?</i> Lesson 15 – TG pp. 85-90 <i>What forms does matter take?</i>
b. learn how to use and conserve resources and materials	Lesson 9 – TG pp. 49-54 <i>What is the water cycle?</i>
2.2 Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom.	
a. ask questions about organisms, objects, and events	Lesson 3 – TG pp. 13-18 <i>Which animals have a backbone?</i> Lesson 13 – TG pp. 73-78 <i>How do we learn about dinosaurs?</i> Lesson 23 – TG pp. 133-138 <i>How does Earth move?</i>
b. plan and conduct simple descriptive investigations	Lesson 17 – TG pp. 97-102 <i>How do magnets move things?</i> Lesson 19 – TG pp. 109-114 <i>What makes heat?</i>

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c. compare results of investigations with what students and scientists know about the world	Lesson 18 – TG pp. 103-108 <i>What makes light?</i> Lesson 20 – TG pp. 115-120 <i>What makes sound?</i>
d. gather information using simple equipment and tools to extend the senses	Lesson 1 – TG pp. 1-6 <i>What are living things?</i> Lesson 16 – TG pp. 91-96 <i>How do things move?</i> Lesson 22 – TG pp. 127-132 <i>What can you see in the night sky?</i>
e. construct reasonable explanations and draw conclusions using information and prior knowledge	Lesson 7 – TG pp. 37-42 <i>Where do plants and animals live?</i> Lesson 8 – TG pp. 43-48 <i>How do living things get food?</i> Lesson 13 – TG pp. 73-78 <i>How do we learn about dinosaurs?</i>
f. communicate explanations about investigations	Lesson 14 – TG pp. 79-84 <i>What is matter?</i> Lesson 19 – TG pp. 109-114 <i>What makes heat?</i>
2.3 Scientific processes. The student knows that information and critical thinking are used in making decisions	
a. make decisions using information	Lesson 15 – TG pp. 85-90 <i>What forms does matter take?</i>
b. discuss and justify the merits of decisions	Lesson 18 TG pp. 103-108 <i>What makes light?</i>
c. explain a problem in his/her own words and identify a task and solution related to the problem	Lesson 16 – TG pp. 91-96 <i>How do things move?</i> Lesson 17 – TG pp. 97-102 <i>How do magnets move things?</i>
2.4 Scientific processes. The student uses age-appropriate tools and models to verify that organisms and objects and parts of organisms and objects can be observed, described, and measured.	

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a. collect information using tools including rulers, meter sticks, measuring cups, clocks, hand lenses, computers, thermometers, and balances	Lesson 1 – TG pp. 1-6 <i>What are living things?</i> Lesson 19 – TG pp. 109-114 <i>What makes heat?</i>
b. measure and compare organisms and objects and parts of organisms and objects, using standard and non-standard units	Lesson 2 – TG pp. 7-12 <i>What are the parts of a plant?</i> Lesson 15 – TG pp. 85-90 <i>What forms does matter take?</i> Lesson 19 – TG pp. 109-114 <i>What makes heat?</i>
2.5 Science concepts. The student knows that organisms, objects, and events have properties and patterns	
a. classify and sequence organisms, objects, and events based on properties and patterns	Lesson 1 – TG pp. 1-6 <i>What are living things?</i> Lesson 3 – TG pp. 13-18 <i>Which animals have a backbone?</i> Lesson 15 – TG pp. 85-90 <i>What forms does matter take?</i>
b. identify, predict, replicate, and create patterns including those seen in charts, graphs, and numbers	Lesson 10 – TG pp. 55-60 <i>What are some kinds of weather?</i> Lesson 24 – TG pp. 139-144 <i>What is the solar system?</i>
2.6 Science concepts. The student knows that systems have parts and are composed of organisms and objects.	
a. manipulate, predict, and identify parts that, when separated from the whole, may result in the part or the whole not working, such as flashlights without batteries and plants without leaves	Lesson 8 – TG pp. 43-48 <i>How do living things get food?</i> Lesson 16 – TG pp. 91-96 <i>How do things move?</i>
b. manipulate, predict, and identify parts that, when put together, can do things they cannot do by themselves, such as a guitar and guitar strings	Lesson 18 – TG pp. 103-108 <i>What makes light?</i> Lesson 20 – TG pp. 115-120 <i>What makes sound?</i>

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c. observe and record the functions of plant parts	Lesson 2 – TG pp. 7-12 <i>What are the parts of a plant?</i> Lesson 8 – TG pp. 43-48 <i>How do living things get food?</i>
d. observe and record the functions of animal parts	Lesson 3 – TG pp. 13-18 <i>Which animals have a backbone?</i> Lesson 4 – TG pp. 19-24 <i>How do frogs grow and change?</i> Lesson 5 – TG pp. 25-30 <i>How do butterflies grow and change?</i> Lesson 6 – TG pp. 31-36 <i>How do mammals grow and change?</i>
2.7 Science concepts. The student knows that many types of change occur.	
a. observe, measure, record, analyze, predict, and illustrate changes in size, mass, temperature, color, position, quantity, sound, and movement	Lesson 15 – TG pp. 85-90 <i>What forms does matter take?</i> Lesson 20 – TG pp. 115-120 <i>What makes sound?</i> Lesson 23 – TG pp. 133-138 <i>How does Earth move?</i>
b. identify, predict, and test uses of heat to cause change such as melting and evaporation	Lesson 19 – TG pp. 109-114 <i>What makes heat?</i>
c. demonstrate a change in the motion of an object by giving the object a push or a pull	Lesson 16 – TG pp. 91-96 <i>How do things move?</i> Lesson 17 – TG pp. 97-102 <i>How do magnets move things?</i>
d. observe, measure, and record changes in weather, the night sky, and seasons	Lesson 10 – TG pp. 55-60 <i>What are some kinds of weather?</i> Lesson 12 – TG pp. 67-72 <i>What are seasons?</i> Lesson 22 – TG pp. 127-132 <i>What can you see in the night sky?</i>
2.8 Science concepts. The student distinguishes between living organisms and nonliving objects.	

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a. identify characteristics of living organisms	Lesson 1 – TG pp. 1-6 <i>What are living things?</i> Lesson 2 – TG pp. 7-12 <i>What are the parts of a plant?</i> Lesson 3 – TG pp. 13-18 <i>Which animals have a backbone?</i>
b. identify characteristics of nonliving objects	Lesson 1 – TG pp. 1-6 <i>What are living things?</i> Lesson 14 – TG pp. 79-84 <i>What is matter?</i>
2.9 Science concepts. The student knows that living organisms have basic needs.	
a. identify characteristics of living organisms that allow their needs to be met	Lesson 2 – TG pp. 7-12 <i>What are the parts of a plant?</i> Lesson 3 – TG pp. 13-18 <i>Which animals have a backbone?</i> Lesson 8 – TG pp. 43-48 <i>How do living things get foods?</i>
b. compare and give examples of the ways living organisms depend on each other and on their environments	Lesson 7 – TG pp. 37-42 <i>Where do plants and animals live?</i> Lesson 8 – TG pp. 43-48 <i>How do living things get foods?</i>
2.10 Science concepts. The student knows that the natural world includes rocks, soil, water, and gases of the atmosphere.	
a. describe and illustrate the water cycle	Lesson 9 – TG pp. 49-54 <i>What is the water cycle?</i>
b. identify uses of natural resources	Lesson 9 – TG pp. 49-54 <i>What is the water cycle?</i> Lesson 11 – TG pp. 61-66 <i>How does Earth's land change?</i>