

## Curriculum Map

<b>Subject: Social Studies</b>	<b>Grade Level: 2</b>	<b>Sixth Week: 3rd</b>	<b>Week: 1</b>
Instructional Focus Summary	Thanksgiving activities		
TEKS/SE <b>(Bolded TEKS/SE are assessed with TAKS)</b> <u>(Power TEKS/Student Expectations are Underlined)</u>	Thanksgiving activities		
Concepts/ Vocabulary	Thanksgiving activities		
Resources	Macmillan/McGraw-Hill Classroom maps & globe Student practice & activity book Teacher's assessment package		
Instructional Activities	Thanksgiving activities		
Assessment	Thanksgiving activities		
Integration	Thanksgiving activities		
Intervention	Thanksgiving activities		
Extension	Thanksgiving activities		

Subject: Social Studies	Grade Level: 2	Sixth Week: 3rd	Week: 2
Instructional Focus Summary	Learn about the conditions on the <i>Mayflower</i> and in Plymouth. Read a story about our cultural heritage.		
<p>TEKS/SE</p> <p><b>(Bolded TEKS/SE are assessed with TAKS)</b></p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p>	<p>2.1 History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. (A) explain the significance of various community, state, and national celebrations such as Memorial Day, Independence Day, and Thanksgiving (B) identify and explain the significance of various community, state, and national landmarks such as the county courthouse and state and national capitol buildings</p> <p>2.2 History. The student understands the concepts of time and chronology. (A) describe the order of events by using designations of time periods such as ancient times and modern times <u>(B) use vocabulary related to chronology, including past, present, and future</u></p> <p>2.4 History. The student understands how historical figures and ordinary people helped to shape our community, state, and nation. (B) identify historic figures such as Amelia Earhart and Robert Fulton who have exhibited a love of individualism and inventiveness</p> <p>2.8 Geography. The student understands how humans use and modify the physical environment. (A) identify ways in which people depend on the physical environment, including natural resources, to meet basic needs (B) identify ways in which people have modified the physical environment such as building roads, clearing land for urban development, and mining coal</p> <p>2.15 Culture. The student understands the significance of works of art in the local community. (A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage</p> <p>2.18 Social studies skills. The student communicates in written, oral, and visual forms. (A) express ideas orally based on knowledge and experiences</p>		
Concepts/ Vocabulary	Native Americans traditions sorting explorers colony colonist		
Resources	Macmillan/McGraw-Hill Classroom maps & globe Student practice & activity book Teacher's assessment package United Streaming Videos		
Instructional	Activate Prior Knowledge/Build background Discover how their community was different many years ago (in the past)		

Activities	
Assessment	KWL about our community
Integration	Generate a discussion about citizenship, colonization
Intervention	Complete graphic organizer
Extension	Read <u>Molly's Pilgrim</u> Discuss Thanksgiving traditions and origins

Subject: Social Studies	Grade Level: 2	Sixth Week: 3rd	Week: 3
Instructional Focus Summary	Learn about the conditions on the <i>Mayflower</i> and in Plymouth. Read a story about our cultural heritage.		
<p>TEKS/SE</p> <p><b>(Bolded TEKS/SE are assessed with TAKS)</b></p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p>	<p>2.1 History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. (A) explain the significance of various community, state, and national celebrations such as Memorial Day, Independence Day, and Thanksgiving (B) identify and explain the significance of various community, state, and national landmarks such as the county courthouse and state and national capitol buildings</p> <p>2.2 History. The student understands the concepts of time and chronology. (A) describe the order of events by using designations of time periods such as ancient times and modern times <u>(B) use vocabulary related to chronology, including past, present, and future</u></p> <p>2.4 History. The student understands how historical figures and ordinary people helped to shape our community, state, and nation. (B) identify historic figures such as Amelia Earhart and Robert Fulton who have exhibited a love of individualism and inventiveness</p> <p>2.8 Geography. The student understands how humans use and modify the physical environment. (A) identify ways in which people depend on the physical environment, including natural resources, to meet basic needs (B) identify ways in which people have modified the physical environment such as building roads, clearing land for urban development, and mining coal</p> <p>2.15 Culture. The student understands the significance of works of art in the local community. (A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage</p> <p>2.18 Social studies skills. The student communicates in written, oral, and visual forms. (A) express ideas orally based on knowledge and experiences</p>		
Concepts/ Vocabulary	Native Americans traditions sorting explorers colony colonist		
Resources	Macmillan/McGraw-Hill Classroom maps & globe Student practice & activity book Teacher's assessment package United Streaming Videos		
Instructional	Activate Prior Knowledge/Build background Discover how their community was different many years ago (in the past)		

Activities	
Assessment	KWL about our community
Integration	Generate a discussion about citizenship, colonization
Intervention	Complete graphic organizer
Extension	Read <u>Molly's Pilgrim</u> Discuss Thanksgiving traditions and origins

Subject: Social Studies	Grade Level: 2	Sixth Week: 3rd	Week: 4
Instructional Focus Summary	Describe how the United States grew over time. Understand the concepts of time & chronology.		
<p>TEKS/SE</p> <p><b>(Bolded TEKS/SE are assessed with TAKS)</b></p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p>	<p>2.2 History. The student understands the concepts of time and chronology. <u>(B) use vocabulary related to chronology, including past, present, and future</u> <u>(C) create and interpret timelines</u></p> <p>2.3 History. The student understands how various sources provide information about the past. <u>(B) compare various interpretations of the same time period using evidence such as photographs and interviews</u></p> <p>2.7 Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. <u>(A) describe how weather patterns, natural resources, seasonal patterns, and natural hazards affect activities and settlement patterns</u></p> <p>2.15 Culture. The student understands the significance of works of art in the local community. <u>(A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage</u></p>		
Concepts/ Vocabulary	pioneers immigrants time line		
Resources	Macmillan/McGraw-Hill Classroom maps & globe Student practice & activity book Teacher's assessment package United Streaming Videos		
Instructional Activities	Activate Prior Knowledge Interpret the reasons people leave their home to move to a new place Appraise the effects of immigration versus migration Critique the painting on pp. 158-159		
Assessment	Interview an older friend or relative about how transportation and communication have changed. Create a Venn Diagram to compare and contrast the changes in pioneers & immigrants & transportation and communication.		
Integration	Discuss lesson questions; use workbook		
Intervention	KWL chart		

Extension	Venn diagram, create a time-line
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<b>Subject: Social Studies</b>	<b>Grade Level: 2</b>	<b>Sixth Week: 3rd</b>	<b>Week: 5</b>
Instructional Focus Summary	Christmas Around the World		
<b>TEKS/SE</b> <b>(Bolded TEKS/SE are assessed with TAKS)</b> <u>(Power TEKS/Student Expectations are Underlined)</u>	Christmas Around the World		
Concepts/ Vocabulary	Christmas Around the World		
Resources	Christmas Around the World		
Instructional Activities	Christmas Around the World		
Assessment	Christmas Around the World		
Integration	Christmas Around the World		
Intervention	Christmas Around the World		
Extension	Read <u>Polar Express</u>		

Subject: Social Studies	Grade Level: 2	Sixth Week: 3rd	Week: 6
Instructional Focus Summary	Learn about the conditions on the <i>Mayflower</i> and in Plymouth. Read a story about our cultural heritage.		
<p>TEKS/SE</p> <p><b>(Bolded TEKS/SE are assessed with TAKS)</b></p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p>	<p>2.1 History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. (A) explain the significance of various community, state, and national celebrations such as Memorial Day, Independence Day, and Thanksgiving (B) identify and explain the significance of various community, state, and national landmarks such as the county courthouse and state and national capitol buildings</p> <p>2.2 History. The student understands the concepts of time and chronology. (A) describe the order of events by using designations of time periods such as ancient times and modern times <u>(B) use vocabulary related to chronology, including past, present, and future</u></p> <p>2.4 History. The student understands how historical figures and ordinary people helped to shape our community, state, and nation. (B) identify historic figures such as Amelia Earhart and Robert Fulton who have exhibited a love of individualism and inventiveness</p> <p>2.8 Geography. The student understands how humans use and modify the physical environment. (A) identify ways in which people depend on the physical environment, including natural resources, to meet basic needs (B) identify ways in which people have modified the physical environment such as building roads, clearing land for urban development, and mining coal</p> <p>2.15 Culture. The student understands the significance of works of art in the local community. (A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage</p> <p>2.18 Social studies skills. The student communicates in written, oral, and visual forms. (A) express ideas orally based on knowledge and experiences</p>		
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Resources	Macmillan/McGraw-Hill Classroom maps & globe Student practice & activity book Teacher's assessment package United Streaming Videos		
Instructional	Activate Prior Knowledge/Build background Discover how their community was different many years ago (in the past)		

Activities	
Assessment	KWL about our community
Integration	Generate a discussion about citizenship, colonization
Intervention	Complete graphic organizer
Extension	Read <u>Molly's Pilgrim</u> Discuss Thanksgiving traditions and origins

Subject: Social Studies	Grade Level: 2	Sixth Week: 3rd	Week: 7
Instructional Focus Summary	Review Unit 3		
<p>TEKS/SE</p> <p><b>(Bolded TEKS/SE are assessed with TAKS)</b></p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p>	<p>2.2 History. The student understands the concepts of time and chronology.            (A) describe the order of events by using designations of time periods such as ancient times and modern times  <u>(B) use vocabulary related to chronology, including past, present, and future</u>  <u>(C) create and interpret timelines</u>            (D) describe and measure calendar time by days, weeks, month</p> <p>2.14 Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity.            (B) identify selected symbols such as state and national birds and flowers and patriotic symbols such as the U.S. and Texas flags and Uncle Sam</p> <p>2.18 Social studies skills. The student communicates in written, oral, and visual forms.            (A) express ideas orally based on knowledge and experiences  <u>(B) create written and visual material such as stories, poems, maps, and graphic organizers to express ideas</u></p>		
Concepts/ Vocabulary	Review		
Resources	Macmillan/McGraw-Hill Classroom maps & globe Student practice & activity book Teacher's assessment package United Streaming Videos		
Instructional Activities	Review Unit 3		
Assessment	Six weeks benchmark test		
Integration			
Intervention			
Extension			