

## Curriculum Map

Subject: <u>Social Studies</u>	Grade Level: <u>2</u>	Sixth Week: <u>5<sup>th</sup></u>	Week: <u>1</u>
Instructional Focus Summary	Identify ways of protecting Earth. Recognize ways people can conserve and replenish natural resources. Identify John Muir. Recognize John Muir's work for the environment as an example of good citizenship.		
TEKS/SE  <b>(Bolded TEKS/SE are assessed with TAKS)</b>  <u>(Power TEKS/Student Expectations are Underlined)</u>	<b>2.8 C, D; 2.13 B, C; 2.17 E; 2.18 A, B</b>  2.8 Geography. The student understands how humans use and modify the physical environment. (C) identify consequences of human modification of the physical environment such as the use of irrigation to improve crop yields (D) identify ways people can conserve and replenish natural resources 2.13 Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. (B) identify historic figures such as Florence Nightingale, Paul Revere, and Sojourner Truth who have exemplified good citizenship (C) identify ordinary people who exemplify good citizenship <u>2.17 Applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.</u> <u>(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting</u> <u>2.18 Communicate in written, oral&amp; visual forms.</u> (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>		
Concepts/ Vocabulary	Recycle		
Resources	Macmillan/McGraw-Hill, classroom maps & globe, student practice & activity book, teacher's assessment package, United Streaming		
Instructional Activities	Summarizing using graphic organizer (TE p. 102), Reaching All Learners (pp. 103), use ongoing questions in TE.		
Assessment	Ongoing assessment questions in TE, review and assess.		
Integration	Incorporate the Big Book <u>Me on the Map</u> in a class discussion. Note Reading Connection TE 102, 104,106, Math Connection TE p. 104, Language Support TE 105.		
Intervention	Complete graphic organizer (TE 102). Reaching All Learners EASY.		
Extension	Reaching All Learners CHALLENGE.		

--	--

<b>Subject:</b> <u>Social Studies</u>	<b>Grade Level:</b> <u>2</u>	<b>Sixth Week:</b> <u>5<sup>th</sup></u>	<b>Week:</b> <u>2</u>
<b>Instructional Focus Summary</b>	Understand that people work to earn money and help others. Explain the choices people in the U.S. free enterprise system can make about earning money.		
<b>TEKS/SE</b>  <b>(Bolded TEKS/SE are assessed with TAKS)</b>  <u>(Power TEKS/Student Expectations are Underlined)</u>	<b>2.4 A; 2.6 B; 2.9 A, B; 2.13 A, B, C; 2.14 C; 2.17 A, B, E; 2.18 A, B; 2.19 A</b>  2.4 History. The student understands how historical figures and ordinary people helped to shape our community, state, and nation. (A) identify contributions of historical figures such as Henrietta King and Thurgood Marshall who have influenced the community, state, and nation 2.6 Geography. The student understands the locations and characteristics of places and regions. (B) locate the community, Texas, the United States, and selected countries on maps and globes 2.9 Economics. The student understands the importance of work. (A) explain how work provides income to purchase goods and services (B) explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money, and where to live and work 2.13 Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. (A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good (B) identify historic figures such as Florence Nightingale, Paul Revere, and Sojourner Truth who have exemplified good citizenship (C) identify ordinary people who exemplify good citizenship 2.14 Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. (C) explain how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom <u>2.17 Applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.</u> (A) obtain information about a topic using a variety of oral sources such as conversations, interviews, and music (B) obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer software, literature, reference sources, and artifacts <u>(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting</u> <u>2.18 Communicate in written, oral&amp; visual forms.</u> (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> <u>2.19 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</u> (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution		
<b>Concepts/ Vocabulary</b>	Earn, tax, volunteer,		

<b>Resources</b>	Macmillan/McGraw-Hill, classroom maps & globe, student practice & activity book, teacher's assessment package, United Streaming
<b>Instructional Activities</b>	Summarizing using graphic organizer (TE p. 184), Reaching All Learners (pp. 185), use ongoing questions in TE.
<b>Assessment</b>	Ongoing assessment questions in TE, review and assess.
<b>Integration</b>	Incorporate library books about different jobs. Note Reading Connection TE 187, Math Connection TE p. 190.
<b>Intervention</b>	Complete graphic organizer (TE 184). Reaching All Learners EASY.
<b>Extension</b>	Reaching All Learners CHALLENGE.

<b>Subject:</b> <u>Social Studies</u>	<b>Grade Level:</b> <u>2</u>	<b>Sixth Week:</b> <u>5<sup>th</sup></u>	<b>Week:</b> <u>3</u>
<b>Instructional Focus Summary</b>	Identify needs and wants. Explain the choices people in the U.S. free enterprise system can make about spending and saving money.		
<b>TEKS/SE</b>  <b>(Bolded TEKS/SE are assessed with TAKS)</b>  <u>(Power TEKS/Student Expectations are Underlined)</u>	<b>2.2 D; 2.9 A, B; 2.17 B, C, E; 2.18 A, B</b>  2.2 History. The student understands the concepts of time and chronology. (D) describe and measure calendar time by days, weeks, months, and years 2.9 Economics. The student understands the importance of work. (A) explain how work provides income to purchase goods and services (B) explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money, and where to live and work <u>2.17 Applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.</u> (B) obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer software, literature, reference sources, and artifacts (C) <u>use various parts of a source, including the table of contents, glossary, and index, as well as keyword computer searches, to locate information</u> (E) <u>interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting</u> <u>2.18 Communicate in written, oral&amp; visual forms.</u> (A) express ideas orally based on knowledge and experiences (B) <u>create written and visual material such as stories, poems, maps, and graphic organizers to express ideas</u>		
<b>Concepts/ Vocabulary</b>	Needs, shelter, wants, goods, services, index, keyword		
<b>Resources</b>	Macmillan/McGraw-Hill, classroom maps & globe, student practice & activity book, teacher's assessment package, United Streaming		
<b>Instructional Activities</b>	Compare and Contrast using graphic organizer (TE p. 194), Reaching All Learners (p. 195), use ongoing questions in TE.  Main Idea using graphic organizer (TE p. 196), Reaching All Learners (p. 197).		
<b>Assessment</b>	Ongoing assessment questions in TE, review and assess.		
<b>Integration</b>	Read <u>A New Coat for Anna</u> , pp. 55-57 and do the Activity on p. 99, and <u>Willie Wins</u> pp. 58-60 of the Read-Aloud Anthology. Use the Activity on p. 99. Note Reading Connection TE p. 198, Math Connection TE p. 199, Language Support TE 198.		
<b>Intervention</b>	Complete graphic organizer (TE 102). Reaching All Learners EASY.		
<b>Extension</b>	Reaching All Learners CHALLENGE.		

<b>Subject:</b> <u>Social Studies</u>	<b>Grade Level:</b> <u>2</u>	<b>Sixth Week:</b> <u>5<sup>th</sup></u>	<b>Week:</b> <u>4</u>
<b>Instructional Focus Summary</b>	<p>Learn what producers and consumers are.  Distinguish between producing and consuming.  Learn how paper towels are made from trees.  Trace the development of a product from a natural resource to finished goods.</p>		
<b>TEKS/SE</b>  <b>(Bolded TEKS/SE are assessed with TAKS)</b>  <u>(Power TEKS/Student Expectations are Underlined)</u>	<p><b>2.5 A, B; 2.8 D; 2.10 A, B, C; 2.17 B, E; 2.18 A, B</b></p> <p>2.5 Geography. The student uses simple geographic tools such as maps, globes, and photographs.  (A) use symbols, find locations, and determine directions on maps and globes  (B) draw maps to show places and routes</p> <p>2.8 Geography. The student understands how humans use and modify the physical environment.  (D) identify ways people can conserve and replenish natural resources</p> <p>2.10 Economics. The student understands the roles of producers and consumers in the production of goods and services.  (A) distinguish between producing and consuming  (B) identify ways in which people are both producers and consumers  (C) trace the development of a product from a natural resource to a finished product</p> <p><u>2.17 Applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.</u>  (B) obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer software, literature, reference sources, and artifacts</p> <p><u>(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting</u></p> <p><u>2.18 Communicate in written, oral&amp; visual forms.</u>  (A) express ideas orally based on knowledge and experiences  (B) create written and visual material such as stories, poems, maps, and graphic organizers to express ideas</p>		
<b>Concepts/ Vocabulary</b>	<p>Producer, consumer, factory, route</p>		
<b>Resources</b>	<p>Macmillan/McGraw-Hill, classroom maps &amp; globe, student practice &amp; activity book, teacher's assessment package, United Streaming</p>		
<b>Instructional Activities</b>	<p>Compare and Contrast using graphic organizer (TE p. 202), Reaching All Learners (pp. 203), Sequence of Events using graphic organizer (TE p. 208), and use ongoing questions in TE.</p>		
<b>Assessment</b>	<p>Ongoing assessment questions in TE, review and assess.</p>		
<b>Integration</b>	<p>Incorporate library books about producers &amp; consumers. Note Language Support TE p. 204, Math Connection TE p. 205, Art Connection TE p. 206, Language Support TE p. 210, Math Connection TE p. 211.</p>		

Intervention	Complete graphic organizer (TE 202). Reaching All Learners EASY.
Extension	Reaching All Learners CHALLENGE.

<b>Subject:</b> <u>Social Studies</u>	<b>Grade Level:</b> <u>2</u>	<b>Sixth Week:</b> <u>5<sup>th</sup></u>	<b>Week:</b> <u>5</u>
<b>Instructional Focus Summary</b>	<p>Understand what it means to trade with other countries.          Explain the choices people can make in a free enterprise system.          Understand how technology has changed the way needs and wants are met.          Identify ways in which science and technology have affected communication, transportation, and recreation.</p>		
<p><b>TEKS/SE</b></p> <p><b>(Bolded TEKS/SE are assessed with TAKS)</b></p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p>	<p><b>2.4 B; 2.6 B; 2.9 B; 2.16 A, B; 2.17 B, E; 2.18 A, B</b></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>2.6 Geography. The student understands the locations and characteristics of places and regions.          (B) locate the community, Texas, the United States, and selected countries on maps and globes</p> <p>2.9 Economics. The student understands the importance of work.          (B) explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money, and where to live and work</p> <p>2.16 Science, technology, and society. The student understands how science and technology have affected life, past and present.          (A) describe how science and technology have changed communication, transportation, and recreation          (B) explain how science and technology have changed the ways in which people meet basic needs</p> <p><u>2.17 Applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.</u>          (B) obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer software, literature, reference sources, and artifacts  <u>(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting</u></p> <p><u>2.18 Communicate in written, oral&amp; visual forms.</u>          (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>		
<b>Concepts/ Vocabulary</b>	Trade, technology, prediction		
<b>Resources</b>	Macmillan/McGraw-Hill, classroom maps & globe, student practice & activity book, teacher's assessment package, United Streaming		
<b>Instructional Activities</b>	Main Idea using graphic organizer (TE p. 214), Reaching All Learners (pp. 215), Main Idea and Supporting Details using graphic organizer (TE p. 220), use ongoing questions in TE.		
<b>Assessment</b>	Ongoing assessment questions in TE, review and assess.		

Integration	Incorporate library books about producers & consumers. Note Language Support TE p. 216, Math Connection TE p. 218, Language Support TE p. 216, Language Support TE p. 222, Art Connection TE p. 223.
Intervention	Complete graphic organizer (TE 214, 220). Reaching All Learners EASY.
Extension	Reaching All Learners CHALLENGE.

Subject: <u>Social Studies</u>	Grade Level: <u>2</u>	Sixth Week: <u>5<sup>th</sup></u>	Week: <u>6</u>
Instructional Focus Summary	Review for benchmark test		
<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><b>2.8 B, C, D; 2.9 A, B; 2.10 A, C</b></p> <p>2.8 Geography. The student understands how humans use and modify the physical environment.  (B) identify ways in which people have modified the physical environment such as building roads, clearing land for urban development, and mining coal  (C) identify consequences of human modification of the physical environment such as the use of irrigation to improve crop yields  (D) identify ways people can conserve and replenish natural resources  2.9 Economics. The student understands the importance of work.  (A) explain how work provides income to purchase goods and services  (B) explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money, and where to live and work  2.10 Economics. The student understands the roles of producers and consumers in the production of goods and services.  (A) distinguish between producing and consuming  (C) trace the development of a product from a natural resource to a finished product</p>		
Concepts/ Vocabulary	Recycle, earn, tax, volunteer, needs, shelter, wants, goods, services, index, keyword, trade, technology, prediction, producer, consumer, factory, route		
Resources	Macmillan/McGraw-Hill, classroom maps & globe, student practice & activity book, teacher's assessment package, United Streaming, review sheet		
Instructional Activities	Review		
Assessment	Six weeks benchmark test		
Integration			
Intervention			
Extension			