

Second Grade Social Studies Curriculum Bundle #10

Title	Suggested Dates
Texas/ Interacting with our environment	March 22 – April 16, 2010 (19 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> • Local works of art; including writing, painting, and music; give beauty and an identity to our community. • We depend on our environment to meet our needs, so we must care for the environment. 	<ul style="list-style-type: none"> • How do local works of art contribute to our community? • What does our city do to protect the environment? • What can each of us do to protect the environment? • How do humans use and modify the physical environment?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<p>2.15 Culture. The student understands the significance of works of art in the local community. The student is expected to:</p> <p>2.15A identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage.</p>	<ul style="list-style-type: none"> • State Capitol • “Deep in the Heart of Texas” • Pflugerville Fallen Warrior Memorial <p>Such as: Elizabeth Ney art museum, Chisholm Trail, Story of Sam Bass, etc.</p>	<p>Pflugerville Fallen Warrior Memorial Press release on the Fallen Warrior Memorial</p> <p>Texas Tom on the Tumbleweed Trail is a good book that visits famous places in cities throughout TX</p>
<p>2.15 Culture. The student understands the significance of works of art in the local community. The student is expected to:</p> <p>2.15B explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage.</p>	<p>Local stories, poems, statues, paintings, and other examples help us embrace our local culture and community. We remember and learn form the contributions made by those people who came before us.</p>	<p>Heritage Society of Austin Austin City Limits (ACL) Festival SXSW Music Festival Austin Live Music LBJ Library and Museum Austin Cultural and Recreational Activities Austin Museum of Art Education webpage</p>
<p>2.6 Geography. The student understands the locations and characteristics of places and regions. The student is expected to:</p> <p>2.6C compare information from different sources about places and regions.</p>	<p>Land regions of Texas including but not limited to:</p> <ul style="list-style-type: none"> • coastal • plains • desert • hill country 	<p>Source of information to use: maps, internet, and books (www.maps101.com, Searchasaurus through EBSCO database, Google Earth, nettrekker.com)</p> <p>TX Parks and Wildlife: Texas Regions</p> <p>Texas Information from Enchanted Learning</p>

Interacting with Our Environment

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<p>2.8 Geography. The student understands how humans use and modify the physical environment. The student is expected to:</p> <p>2.8A identify ways in which people depend on the physical environment, including natural resources, to meet basic needs.</p>	<p>Food sources Ex: Before they got to the grocery store, eggs were laid by chickens on farms, cows ate grass and turned it into milk, wheat grew in fields and was turned into crackers, bread and cake mixes, etc.</p> <p>Transportation Ex: Before the car is able to take us places, oil had to be pumped out of the ground and brought to gas stations.</p> <p>Utilities Ex: Before we can turn on the television or computer, electricity has to be generated from running water or coal or the sun or the wind.</p>	<p>Ways We Use Water Lesson from EconEd</p> <p>“Start to Finish” TEA Exemplary Curriculum Unit (Helps to teach TEKS 2.7B, 2.8AD, 2.10C, 2.16B, 2.17BDE)</p> <p>“Your Region’s First Inhabitants” lesson plan from Maps 101 may help teach TEKS 2.7B, 8A. (Password is located on the Intranet > Technology > Passwords.)</p>
<p>2.8 Geography. The student understands how humans use and modify the physical environment. The student is expected to:</p> <p>2.8B identify ways in which people have modified the physical environment such as building roads, clearing land for urban development, and mining coal.</p>	<ul style="list-style-type: none"> • Clearing trees • Moving or digging soil • Building dams • Mining <p>Examples: Building homes and roads, providing water for cities, providing electricity, flood control, providing coal/ oil/ ore, etc.</p>	
<p>2.8 Geography. The student understands how humans use and modify the physical environment. The student is expected to:</p> <p>2.8C identify consequences of human modification of the physical environment such as the use of irrigation to improve crop yields.</p>	<ul style="list-style-type: none"> • Irrigation to improve crop yields - to increase food supply for people and animals when rainfall amounts are not high enough • Drainage is created to prevent erosion when rainfall amounts are too high • Erosion can also be caused by clearing land of trees and other plants <p>TEACHER NOTE: You might use the example of thierce farmers who depend upon water from the Colorado River to flood their fields. When the Colorado River was dammed, the LCRA agreed to make sure the farmers would be supplied with water.</p>	<p>Teacher information from the Handbook of Texas Online Colorado River Lower Colorado River Authority (LCRA)</p>
<p>2.8 Geography. The student understands how humans use and modify the physical environment. The student is expected to:</p> <p>2.8D identify ways people can conserve and replenish natural resources.</p>	<ul style="list-style-type: none"> • Planting trees • Recycling • Conserving water • Decreasing air and water pollution <p>Such as: Recycling rain water, carpooling more, decreasing use of pesticides, using energy-efficient light bulbs, etc.</p>	<p>“Start to Finish” TEA Exemplary Curriculum Unit (Helps to teach TEKS 2.7B, 2.8AD, 2.10C, 2.16B, 2.17BDE)</p>

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	<p style="color: red;">TEACHER NOTE: Earth Day ties in very well with this unit and TEKS.</p>	
<p>Social Studies Skills TEKS—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p>		
<p>2.17 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>2.17D sequence and categorize information.</p>	<p style="color: red;">Teacher Note: This SE (student expectation) can be accomplished through categorizing ways to Recycle Reuse, Reduce using programs such as Graph Club and Kidspiration.</p>	
<p>2.19 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p> <p>2.19A 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.</p>	<p style="color: red;">Teacher Note: Students can identify negative consequences of human modification of the physical environment (TEK 2.8c) and create a solution plan (TEK 2.8d). (ex. Building a housing complex in a forest or cutting down trees)</p>	
<p>2.19 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p> <p>2.19B use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>		