


Second Grade Social Studies Curriculum Bundle #2

Title		Suggested Dates
Communities (continued)/Geography		September 14 – October 2, 2009 (14 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> • Through the government, people provide services to improve life in the community. • Maps show us connections to and characteristics of other places. 	<ul style="list-style-type: none"> • Who helped build our community? • What services does our government provide? Why? • How are different areas of your community similar and different, especially in terms of rural, urban, and suburban?

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>Constitution Day is Sept. 17—Legally, only grades 3-12 have to study about the U.S. Constitution, but materials have been ordered for grades K-8, if you would like to use them. Modern Woodmen of America will deliver (in August to each campus) a teacher’s binder (which contains all levels of lessons) as well as a plastic bracelet and student activity book for each student. Level 1, Lesson 3 is reserved for 2nd grade use. Level 1, Lesson 4 may also be used by any grade level K-2.</p>		
<p>2.11 Government. The student understands the purpose of governments. The student is expected to:</p> <p>2.11B identify some governmental services in the community such as libraries, schools, and parks and explain their value to the community.</p>	<p>Governmental Services:</p> <ul style="list-style-type: none"> • Libraries – Provides free information, literature, and computer access • Schools – Provides a safe place for learning and development • Parks – Provides a place for outdoor recreation • Police/ Fire/ EMS Departments – Provides emergency services • Transportation – Provides roads, repairs, mass transit 	<p>Reading A-Z (Police Officers- H; Dogs at Work- M; Community Workers- F; My Neighborhood- F; Firefighters- J)</p> <p>Where We Live? Lesson Plan from Technology Applications Curriculum</p> <p>Community Workers and their Tools lesson plan from Texas Law-Related Education (Lesson plan archives: October 2006)</p>
<p>2.4 History. The student understands how historical figures and ordinary people helped to shape our community, state, and nation. The student is expected to:</p> <p>2.4C explain how local people and events have influenced local community history.</p>	<ul style="list-style-type: none"> • Henry Pfluger (Pflugerville) • Michael Dell • Fannie Mae Caldwell • Sgt. Byron Wayne Norwood, USMC (Pflugerville post office renamed after this soldier) 	<p>Book: Pflugerville: A Heritage to Remember</p> <p>Sgt Norwood Biography</p> <p>Community Impact (Pflugerville/Round Rock > History) for Teacher Reference</p>
Geography		

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<p>2.18 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>2.18B create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.</p>	<p>TEACHER NOTE: You can create and review maps comparing urban, rural, & suburban areas, etc.</p>	<p>Use GeoSkills Primary to introduce map skills. (Found through START menu on district computers)</p> <p>Brain Pop Jr: “Rural, Suburban and Urban”</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 <u>places</u> and regions.</p>	<ul style="list-style-type: none"> • rural • urban • suburban <p>TEACHER NOTE: Be sure to have the students compare and contrast the places above.</p>	<p>Source of information to use: maps, internet, and books (www.maps101.com, Searchasaurus through EBSCO database, Google Earth, nettrekker.com)</p>
<p>2.5 Geography. The student uses simple geographic tools such as maps, globes, and photographs. The student is expected to:</p> <p>2.5A Use symbols, find locations and determine directions on maps and globes</p>	<ul style="list-style-type: none"> • Use Map key/ Legend • Use Compass Rose • Identify borders • Identify the map scale <p>Teacher Note: Use classroom, school and/or neighborhood maps to maneuver around locations that are represented in a map.</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>2.17B 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>	<ul style="list-style-type: none"> • Maps • Globes <p>TEACHER NOTE: Use different resources such as atlas, wall maps, online maps, etc.</p>	<p>Mapping Our World Lesson Plan from PISD Technology Integrated Curriculum</p> <p>Reading Maps from www.brainpopjr.com</p> <p>Maps 101 United Streaming Google Earth</p>