

Second Grade Social Studies Curriculum Bundle #3

Title		Suggested Dates
Geography (cont.) / Landmarks		October 5 – 23, 2009 (14 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> • People can make and use maps to understand their world and themselves within it. • We use geography to make connections and find patterns. 	<ul style="list-style-type: none"> • Why do we have different kinds of maps? • Why do people preserve landmarks? • How do landmarks bring us together as a community, state, and nation?

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>2.5 Geography. The student uses simple geographic tools such as maps, globes, and photographs. The student is expected to:</p> <p>2.5B draw maps to show places and routes.</p>	<ul style="list-style-type: none"> • Creating maps • Reading/Analyzing maps • Using maps to find “X” (“X” is determined by teacher) <p>TEACHER NOTE: Students can draw maps of school, classroom, fire exits, playground, and maps to specific destination, etc. Students can read/analyze maps to find information. (Example: What is east of the school building?) Students can go on a treasure hunt or use maps to find a particular location.</p>	<p>Reading A-Z: My Neighborhood (Level D) In My Neighborhood, students take a tour of a boy's neighborhood and learn about common places located there. Concept of a map is also introduced to students. Patterned text, high-frequency words, and supportive pictures make this book perfect for emerging readers.</p>
<p>2.6 Geography. The student understands the locations and characteristics of places and regions. The student is expected to:</p> <p>2.6B locate the community, Texas, the United States, and selected countries on maps and globes.</p>	<ul style="list-style-type: none"> • Identify US on a world map (or globe) • Identify Canada and Mexico in relation to the US (north/south) and as part of the North American continent • Identify Texas on a US map • Identify the Austin metro area on a state map 	<p>Your Home State Lesson Plan from Maps 101</p> <p>United States Map (political) from Maps 101</p> <p>My Country in the World from Maps 101</p>
<p>2.6 Geography. The student understands the locations and characteristics of places and regions. The student is expected to:</p> <p>2.6A identify major landforms and bodies of water, including continents and oceans, on maps and globes.</p>	<ul style="list-style-type: none"> • Major landforms: mountains, islands, plains, valleys, hills, rivers, lakes, oceans, and peninsulas • Continents to identify: North America, South America, Africa, Asia, Europe, Antarctica, and Australia • Bodies of water: Gulf of Mexico and Mississippi River • Oceans to identify: Atlantic, Indian, Pacific, and Arctic 	<p>GeoSkills Primary</p> <p>Create a Landform Book</p> <p>Reading A-Z: Land and Water (level I)</p>

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	<p>TEACHER NOTE: Use real examples from the United States as much as possible, such as the Rocky or Appalachian Mts. Use additional examples of peninsulas other than Florida (ex: Alaska, Italy, etc)</p>	<p>Reading A-Z: Prairies Alive! (Level Z) Prairies Alive! teaches readers all about the grasslands of the world. It highlights three types of North American grasslands, tells about the importance of fire, and explains the need to preserve the world's prairies. The book also gives detailed examples of the kinds of plants and animals found on the prairie. Photographs, illustrations, and captions support the text.</p> <p>Continents Map (Maps 101)</p> <p>Oceans Map (Maps 101)</p> <p>Variety of Maps (Maps 101)</p> <p>Outline Maps</p>
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<p>2.1 History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:</p> <p>2.1B 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>Local</p> <ul style="list-style-type: none"> • Travis County Courthouse – seat of government of the county. This is the place where laws are made and enforced, leaders work (county judges, attorneys, law enforcement). Taxes for schools are collected at the courthouse. The courthouse is located in the county seat (Austin). <p>State</p> <ul style="list-style-type: none"> • State Capitol – seat of government for state. This is located in Austin. This is the place where the legislature meets to make laws for the state and decides where money will be spent around the state. <p>National</p> <ul style="list-style-type: none"> • National Capitol – seat of government for nation. This is located in Washington, D.C. This is the place where the president and Congress meet to make laws for the nation 	<p>Web Quest for US Monuments:</p> <p>Reading A-Z: White House Pets (Level F) The residents of the White House include not only presidents and their families, but also their pets. This informational text introduces readers to some of the interesting pets that have lived in the White House and to some of the animals that were given to presidents as gifts. Students will learn that the White House has been home to not only dogs and cats, but farm animals, woodland creatures, and even an alligator.</p> <p>Reading A-Z: Your Road to the White House (Level X) The title of this book sets the reader up for a personalized approach to the presidential election process. In this often humorous, but straightforward book, students are invited to imagine themselves as the candidate. Each step in the</p>

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	<p>and individual states.</p> <ul style="list-style-type: none"> • White House- Presidential family residence and office. • Statue of Liberty – stands for liberty and freedom and is a gift from France. <p>TEACHER NOTE: Provide picture of the buildings and landmarks. Community Landmarks can include museums, libraries, churches, historical homes and businesses, and state or national parks.</p>	<p>process is explained in an engaging manner, in which the author seems to be having a conversation with the reader rather than simply providing information. Interesting historical facts are included, as well as information from more recent presidential elections.</p> <p>White House Lesson from Texas Law-Related Education</p> <p>Reading A-Z: Going to the Art Museum (Level J) A young boy and his sister have fun visiting the Getty Museum in Los Angeles and learning about art. They also visit other parts of the museum where they have lunch, look at books, and dress up in costumes. This book is sure to encourage your young readers to visit an art museum for themselves.</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>2.17C use various parts of a source, including the table of contents, glossary, and index, as well as keyword computer searches, to locate information.</p>	<ul style="list-style-type: none"> • Keyword computer searches • Use primary district search engine, Nettekker • Students will learn how to choose search terms correctly. <p>Teacher notes: This SE (student expectation) can be accomplished through a class project or research on a historical figure, time period, invention, etc (such as MLK, Fulton/ steamboat, etc).</p>	<p>Use library information resources (Web Path Express) Use Searchasaurus (EBSCO database) Use Nettekker District portfolio to access online resources (lessons, centers, quizzes, tutorials, etc.)</p>
<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: Students can create a variety of maps. Landforms (ex: salt-dough map, di-cut maps), continents (balloon globe), etc.</p>	