

Second Grade Social Studies Curriculum Bundle #6

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| Title |  | Suggested Dates |
| Past and Present | | December 7—18, 2009 (10 days) |

| Big Idea/Enduring Understanding | Guiding Questions |
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| History is the study of change over time. | <ul style="list-style-type: none"> How are people today the same and different as people who lived long ago? How can studying the past help us understand the present world and work to improve the future? Is the world today a better place than the world of the past? |

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) |
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| <p>2.2 History. The student understands the concepts of time and chronology. The student is expected to:</p> <p>2.2A describe the order of events by using designations of time periods such as ancient times and modern times.</p> | <ul style="list-style-type: none"> <u>Ancient times</u> Such as: Egyptians, Romans, Mayans, or the Middle ages. <u>Modern times</u> Modern Calendar – world wide Modern Transportation – fast and efficient Modern Communication – fast and efficient <p>Teacher Notes: Students have to understand the difference between ancient and modern times. Ancient times lacked a common written language and no fast or efficient way of communication or transportation, difference in clothing, etc.</p> | <p>Ancient China on BrainPopJr. (Passwords are on the Intranet > Technology > Passwords)</p> <p>Aztec Indians on BrainPopJr. (Passwords are on the Intranet > Technology > Passwords)</p> <p>Reading A-Z: <u>Long Ago and Today</u> (Level G) <i>Long Ago and Today</i> is about a young boy named Adam and his great grandma. Adam questions his great grandma about what it was like for her when she was his age. Many things were quite different for her, but one thing was the same: they were both lucky enough to be well loved.</p> |
| <p>2.2 History. The student understands the concepts of time and chronology. The student is expected to:</p> <p>2.2B use vocabulary related to chronology, including past, present, and future.</p> | <ul style="list-style-type: none"> Past, Present, Future Modern vs Ancient Then vs now. <p>Teacher notes: A timeline shows past or ancient events. It may end at present events but cannot show future events.</p> <p>This could be a time to teach past and present holiday customs.</p> | |

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| <p>2.2 History. The student understands the concepts of time and chronology. The student is expected to:</p> <p>2.2C create and interpret timelines.</p> | <ul style="list-style-type: none"> • Students must know timelines have a starting point and an ending point. • They cannot show future events. • Timelines flow in a chronological order. <p>Teacher notes: Timelines can show familiar people and places such as: self, family, Pflugerville/Austin/Round Rock, etc. They can also show changes in technology (such as: transportation, communication). This is a good time for students to create a timeline of their own life with 6-7 important events leading up to where they are now. (Do not limit timelines to a person's life.)</p> | |
| <p>2.2 History. The student understands the concepts of time and chronology. The student is expected to:</p> <p>2.2D describe and measure calendar time by days, weeks, months, and years.</p> | <ul style="list-style-type: none"> • Years are 12 months OR 365 days • Months are 28-31 days long • Weeks are seven days long (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday) • Days are 24 hours long and include morning, afternoon, and nighttime. | <p>Calendars on BrainPopJr.</p> |
| <p>2.16 Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to:</p> <p>2.16A describe how science and technology have changed communication, transportation, and recreation.</p> | <ul style="list-style-type: none"> • Communication: observe changes over time from the Pony Express Mail to telegraphs to phone then email. • Transportation: observe changes over time through inventions like the steamboat (Fulton), then the train, then the automobile, then an airplane, then spaceships. • Recreation: observe changes of equipment in a sport (ex: bicycles- wheel size, lighter materials, gears, tires, safety equipment, etc). Can also observe changes in video game systems, etc. | <p>Reading A-Z: <u>It's about Time</u> (Level K) People have been asking, "What time is it?" for thousands of years. Knowing the time helps us be where we are supposed to be, whether it's at school, at a piano lesson, or at soccer practice. This informational book looks at clocks that were used to tell time long ago, as well as clocks used today. Students will read about shadow clocks, sundials, and candle clocks. Students will even learn about water clocks and find out how to make one! Photographs and illustrations support the text.</p> <p>Reading A-Z: <u>Sending Messages</u> (Level L) Communication has evolved over the years: from smoke signals to email. We have come along way in our ability to send messages.</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</p> | <p>Teacher notes: This skill can be accomplished by comparing old photographs, visiting museums (virtual or field trip), reading non-fiction books or biographies, etc.</p> | <p>Teachers will use Brainpop Jr. to access visual presentations as well as other resources (easy/hard quiz, word wall, write about it, etc.) on current content TEKS. For example, K.6A "basic needs and wants." (Access through PISD home page or www.brainpop.com. Use standard PISD login</p> |

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| <p>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> | | <p>information—see your CIT for handout.) Use United Streaming videos http://klru.unitedstreaming.com (You may sign yourself up for United Streaming from a district computer: Most teachers use their e80 number as the user name and CROWNIT as the password) “Social Studies Brain Teasers” (May 2008) from Texas Law-Related Education (Helps teach TEKS 2.17B) “Artifacts from Ancient Civilizations” lesson plan from Maps 101 may help teach TEKS 2.5A, 17B. (Password is located on the Intranet > Technology > Passwords.)</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> | <ul style="list-style-type: none"> • Creating a timeline. • Determine events or inventions as past, present, and future. <p>Teacher notes: Students can create timelines using photographs, illustrations, or text only. It can be for a variety of events: their life, their school years, MLK, presidents, etc. They can also create a calendar (see resource lesson).</p> | <p>Create a Calendar: Lesson Plan from PISD’s Technology Integrated Curriculum</p> |