

August 2006

2nd Grade Social Studies

Sun **Mon** **Tue** **Wed** **Thu** **Fri** **Sat**

1 2 3 4 5

6 7 8 9 10 11 12

13 14 15 16 17 18 19

TSW identify how schools establish order, provide security, and manage conflict by understanding the need for rules in the classroom and school, by explaining some of the rules in the classroom and school, and by identifying authority figures in the classroom and school.

TAKS 4

TEKS 11BC

IFA 1-5

20 21 22 23 24 25 26

TSW understand and identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good.
TSW explain the meaning of justice, truth, equality and responsibility for the common good and give examples of these traits.
TSW identify ordinary people in the classroom, school, and community who exemplify good citizenship.

TAKS 4

TEKS 13AC

IFA 6-10

27 28 29 30 31

TSW understand the importance of work (labor) and how it provides income to purchase goods and services.
TSW explain the choices people in the United States free enterprise system can make about earning, spending, saving money, and where to live and work.

TAKS 3

TEKS 9AB

IFA 26-30

September 2006

2nd Grade Social Studies

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|--|----------------------|---|-----|---------------|---|-----------|
| | | | | | 1 | 2 |
| | | | | | Staff Development | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | Labor Day | <p>TSW understand the roles of producers and consumers in the production of goods and services. TSW distinguish between producing and consuming. TSW identify ways in which people are both producers and consumers. TSW explain and give examples of how people depend on the physical environment and its natural resources to satisfy their basic needs.</p> | | | | |
| | | TAKS 3, 2 | | TEKS 10AB, 7B | | IFA 31-35 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| <p>TSW identify major landforms and bodies of water, including continents, oceans, rivers, lakes, mountains, valleys, hills, canyons, peninsulas, and islands on maps and globes.</p> | | | | | | |
| | | TAKS 2 | | TEKS 6A | | IFA 11-14 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| <p>TSW use simple geographic tools such as maps, globes, and photographs. TSW use symbols, find locations, and determine directions on maps and globes. TSW draw maps to show places and routes.</p> | | | | | | |
| | | TAKS 2 | | TEKS 5AB | | IFA 16-20 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| <p>TSW use symbols, find locations, and determine directions on maps and globes. TSW draw maps to show places and routes such as maps and routes around the school and community. TSW locate Houston, Texas, United States, and selected countries on maps and globes.</p> | | | | | Early Release/ Staff Development | |
| | | TAKS 2 | | TEKS 5AB, 6B | | IFA 21-25 |

October 2006

2nd Grade Social Studies

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|--|---|--|-----|-----|--|-----------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <p>TSW understand and explain the significance of the celebration of Columbus Day. TSW describe the order of events by using designations of time periods such as ancient times and modern times. TSW locate Columbus' routes to the Americas and determine directions of the routes on maps and globes.</p> <p>TAKS 1, 2</p> <p>TEKS 1A, 2A, 5AB</p> <p>IFA 41-45</p> | | | | | | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| District Assessment #1 Oct. 10-13 | Staff Development | Support Session Oct. 11- Admin. | | | | |
| | | <p>TSW identify historic figures such as Nathan Hale and Paul Revere who have exemplified good citizenship; obtain information about Hale and Revere using a variety of sources; create and share written and visual material. <i>(Example: Students create historic figures notebooks that will contain information and drawings about the figures studied throughout the year. Add historic figures as they are studied.)</i></p> <p>TAKS 4, 5</p> <p>TEKS 13AB, 18AB</p> <p>IFA 51-55</p> | | | | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| Campus Scanning Deadline for Social Studies Assessment—10/18 | <p>TSW identify functions of governments such as to provide services, make and enforce laws, keep citizens safe, and settle disagreements. TSW identify some governmental services in the community such as libraries, schools, and parks. TSW use various parts of a source to locate information about how governments establish order, provide security, and manage conflict.</p> <p>TAKS 4</p> <p>TEKS 11ABC, 17C</p> | | | | Early Release/ Parent Conferences | IFA 36-40 |
| | | | | | | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| <p>TSW understand and compare the roles of public officials including mayor, governor, and president (and identify and name the current mayor of Houston, governor of Texas, and president of the United States). TSW identify ways that public officials are selected, including election and appointment to office.</p> <p>TAKS 4</p> <p>TEKS 12AB</p> <p>IFA 46-50</p> | | | | | | |
| 29 | 30 | 31 | | | | |
| See first week in November. | | | | | | |

December 2006

2nd Grade Social Studies

Sun **Mon** **Tue** **Wed** **Thu** **Fri** **Sat**

1 2

3 4 5 6 7 8 9

TSW identify ways in which people have modified the physical environment such as building roads and clearing land for urban development; identify the consequences of that modification. (*The Little House* by Virginia Lee Burton)
TSW describe how weather patterns, natural resources, seasonal patterns, and natural hazards affect activities and settlement patterns.
TAKS 2, 5 TEKS 8BC, 7A IFA 76-80

10 11 12 13 14 15 16

TSW explain the significance of various celebrations including Christmas, Hanukkah, and Kwanzaa.
TSW interpret, compare and contrast information about Christmas, Hanukkah, and Kwanzaa.
TAKS 1, 5 TEKS 1A, 17E **Early Dismissal** **Teacher Workday**
IFA 81-85

17 18 19 20 21 22 23

W I N T E R B R E A K

24 25 26 27 28 29 30

W I N T E R B R E A K

31

January 2007

2nd Grade Social Studies

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|--|--|---|------------------------------|---|-----|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| | W I N T E R B R E A K | | Staff Development | <p>TSW create and interpret timelines (of holidays that occur during the year; use vocabulary related to chronology (past, present, future); describe and measure calendar time by days, weeks, months, years; sequence and categorize information.</p> <p>TAKS 1, 5 TEKS 2BCD, 17D IFA 86-90</p> | | |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| <p>TSW identify historic figures such as Martin Luther King, Jr. who have exemplified good citizenship. (<i>Students add Martin Luther King, Jr. to historic figures notebooks.</i>)</p> <p>TSW name several sources of information about Martin Luther King, Jr. and compare the information, including photographs, in those sources.</p> <p>TSW understand and explain the significance of the celebration of Martin Luther King, Jr. Day.</p> <p>TAKS 4, 1 TEKS 13B, 3AB, 1A IFA 91-95</p> | | | | | | |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| Support Session 1/17 Admin. | Martin Luther King, Jr. Day | <p>TSW identify contributions of historical figures such as Thurgood Marshall who have influenced the community, state, and nation. (<i>Students add Thurgood Marshall to historic figures notebooks.</i>)</p> <p>TSW identify ways that public officials are selected, including appointment to office.</p> <p>TAKS 1, 4 TEKS 4A, 12B IFA 96-100</p> | | | | |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| <p>TSW identify contributions of historic figures such as Harriet Tubman and Sojourner Truth who have exemplified good citizenship and helped to shape our nation. (<i>Students add Harriet Tubman and Sojourner Truth to historic figures notebooks.</i>)</p> <p>TSW compare and contrast significant events and contributions in the lives of Harriet Tubman and Sojourner Truth from information in several sources.</p> <p>TAKS 4, 1 TEKS 13B, 4A, 3AB IFA 101-105</p> | | | | | | |
| 28 | 29 | 30 | 31 | | | |
| <p>TSW identify contributions of historic figures such as George Washington who have exemplified good citizenship and helped to shape our nation. (<i>Students add George Washington to historic figures notebooks.</i>)</p> <p>TAKS 4, 1 TEKS 13B, 4A IFA 106-109</p> | | | | See first week in February. | | |

February 2007

2nd Grade Social Studies

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|--|--|---|-----|--|-----|-----|
| | | | | 1 | 2 | 3 |
| | | | | TSW compare information about George Washington from several sources. TAKS 1 TEKS 3AB IFA 110 | | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| TSW identify contributions of historical figures such as Abraham Lincoln who have exemplified good citizenship and helped to shape our nation. <i>(Students add Abraham Lincoln to historic figures notebooks.)</i> TAKS 4, 1 TEKS 13B, 4A IFA 111-115 | | | | | | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| TSW compare and contrast significant events and contributions in the lives of George Washington and Abraham Lincoln by interpreting print and visual material such as pictures, graphics, maps, literature, and reference sources. TSW create written and visual material about Washington and Lincoln such as stories or graphic organizers. TSW understand and explain the significance of Presidents Day. TAKS 5, 1 TEKS 17BE, 18B, 1A IFA 116-120 | | | | | | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| <u>Texas, Our Texas Unit</u> | | | | | | |
| District Assessment #2 Feb. 20-23 | TSW identify and explain the significance of various community and state landmarks such as the Alamo and the San Jacinto Monument. TSW identify and explain the significance of selected stories . . . and other examples of expressions of culture in the local community. <i>(Refer to information in the unit about the Battle of the Alamo and the Battle of San Jacinto.)</i> TAKS 1, 3 TAKS 1B, 15AB IFA 121-125 | | | | | |
| | | | | | | |
| 25 | 26 | 27 | 28 | | | |
| | Presidents Day Observed | Campus Scanning Deadline for District Social Studies Assessment #2 | | See first week in March. | | |

March 2007

2nd Grade Social Studies

Sun **Mon** **Tue** **Wed** **Thu** **Fri** **Sat**

1 2 3

Texas, Our Texas Unit

TSW understand and explain the significance of the celebration of Texas Independence Day (March 2) and explain how people and events have influenced local community history. (*Example: Sam Houston and the Battle of San Jacinto*)

TSW identify selected state symbols (flag, flower, bird and tree).

TSW explain how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.

TAKS 1, 4

TEKS 1A, 4C, 14BC

IFA 126-130

4 5 6 7 8 9 10

TSW identify contributions of historical figures such as Henrietta King who have influenced the community, state, and nation.

TSW locate/identify area of King Ranch on a map of Texas. (*Add to historic figures notebook.*)

TAKS 1, 2 TEKS 4A, 5A
IFA 131-132

TSW identify historic figures such as Florence Nightingale who have exemplified good citizenship. (*Add to historic figures notebook.*)

TAKS 4 TEKS 16A
IFA 133-134

IFA 135

11 12 13 14 15 16 17

S P R I N G B R E A K

18 19 20 21 22 23 24

TSW identify historic figures such as Amelia Earhart and Robert Fulton who have exhibited a love of individualism and inventiveness. (*Add Earhart and Fulton to historic figures notebooks.*)

TSW describe how science and technology have affected transportation, past and present.

TAKS 1, 5

TEKS 4B, 16A

IFA 136-140

25 26 27 28 29 30 31

Integrated Unit: "Start to Finish"

TSW recall, explain, and identify ways people depend on the physical environment, including natural resources, to meet basic needs. (*The Giving Tree* by Shel Silverstein; *Mighty Tree* by Dick Gackenbach; *The Great Kapok Tree* by Lynne Cherry; *A New Coat for Anna* by Harriet Ziefert)

TAKS 2

TEKS 7B, 8A

IFA 141-145

May 2007

2nd Grade Social Studies

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|--|---|--------------------|-----|-----|------------------|-----|
| | | 1 | 2 | 3 | 4 | 5 |
| End-of-Year District Assessment Apr. 30-May 4 | Review and reteach for End of Year Assessment. | | | | | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| <p style="text-align: center;">Scanning Deadline for Social Studies Assessment</p> <p style="text-align: center;"><u>Invention Convention</u></p> <p>TSW use problem-solving and decision-making skills, working independently and with others, to create an invention that would affect communication, transportation, recreation, or another aspect of daily life.</p> <p style="text-align: center;">TAKS 5</p> <p style="text-align: right;">TEKS 19AB</p> <p style="text-align: right;">IFA 166-170</p> | | | | | | |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| <p style="text-align: center;"><u>Invention Convention</u></p> <p>TSW use problem-solving and decision-making skills, working independently and with others, to create an invention that would affect communication, transportation, recreation, or another aspect of daily life.</p> <p style="text-align: center;">TAKS 5</p> <p style="text-align: right;">TEKS 19AB</p> <p style="text-align: right;">IFA 171-175</p> | | | | | | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| | | | | | Early Release | |
| 27 | 28 | 29 | 30 | 31 | | |
| Memorial Day | | Teacher Workday | | | | |