

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	1										
<b>Grade/Level</b>	2nd	<b>Weeks:</b>	1-2										
<b>Unit Name/Title</b>													
Citizenship													
<b>Overview</b>													
Identifying good citizens in our history and how to be a good citizen today.													
<b>TEKS - Texas Knowledge &amp; Skills</b>													
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>											
<p>2.13 Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:</p>	<p>2.13(A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good;</p>	<p>Definitions:</p> <p>belief in justice – both sides need to be represented, the judge and/or jury decides on the outcome.</p> <p>truth – being honest, even if it’s challenging and doesn’t benefit you, displays respect for yourself and others.</p> <p>equality – equal treatment of all citizens,</p> <p>responsibility for the common good- obeys laws, votes in elections, an active participant in their community , cares about others, is informed about what is happening in the world.</p> <p>Review 6 traits of Citizenship that Wylie ISD uses to promote and build student character.</p>											
<p>2.13 Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:</p>	<p>2.13 (C) identify ordinary people who exemplify good citizenship.</p>	<p>Examples:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Ordinary Person</td> <td style="width: 50%;">Examples of good citizenship</td> </tr> <tr> <td>a. Volunteers</td> <td>Work without pay</td> </tr> <tr> <td>b. Teachers</td> <td>Provide positive role models for students</td> </tr> <tr> <td>c. firefighters</td> <td>Risk their lives to save and protect others</td> </tr> <tr> <td>Police</td> <td></td> </tr> </table>		Ordinary Person	Examples of good citizenship	a. Volunteers	Work without pay	b. Teachers	Provide positive role models for students	c. firefighters	Risk their lives to save and protect others	Police	
Ordinary Person	Examples of good citizenship												
a. Volunteers	Work without pay												
b. Teachers	Provide positive role models for students												
c. firefighters	Risk their lives to save and protect others												
Police													

**Wylie ISD Curriculum**

		<p>d.community leaders</p> <p>e. Students</p> <p>Participate in organizations that work for the common good</p> <p>Citizenship winners</p> <p>Specific people who exemplify good citizenship</p> <p>Who is your school named after?</p>
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## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	2
<b>Grade/Level</b>	2nd	<b>Weeks:</b>	3-4
<b>Unit Name/Title</b>			
Leaders and government			
<b>Overview</b>			
Leaders are chosen by people to help them.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(2.12) Government. The student understands the role of public officials. The student is expected to:	2.12 (B) identify ways that public officials are selected, including election and appointment to office.	Clarification: How are public officials selected? Election – citizens vote on a ballot for their chosen candidate. Appointment to office - government official appoints a person for the position How is each branch of the Federal Government chosen? 3 branches of government: Legislative (elected), Executive (elected), and Judicial (appointed)	
(2.1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:	2.1 (A) explain the significance of various community, state, and national celebrations such as <del>Memorial Day, Independence Day, and Thanksgiving;</del> <del>and</del>	Including: Constitution Day: September 17 <sup>th</sup> . On September 17, 1787, the delegates to the Constitutional Convention met for the last time to sign the document they had created. We celebrate this important day in our nation's history by presenting activities, lesson plans, and information. Constitution is the document that outlines the United States government and its functions. Dies y Seis: honors the first step toward Mexico's independence from Spain. This is celebrated on September 16 <sup>th</sup> by watching and participating in Ballet Folklórico.	
(2.18) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	2.18 (A) express ideas orally based on knowledge and experiences; and	Example: Mock Class Election for Student Council or Class President. Make posters, campaign slogan and speeches.	

For use by faculty and staff of Wylie Independent School District, Wylie, TX

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	3
<b>Grade/Level</b>	2nd	<b>Weeks:</b>	5-6
<b>Unit Name/Title</b>			
US Government			
<b>Overview</b>			
Characterizing the purpose(s) of government and public officials.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(2.11) Government. The student understands the purpose of governments. The student is expected to:	2.11(B) identify some governmental services in the community such as libraries, schools, and parks and explain their value to the community; and	<p>Definitions and Examples: Value to Community</p> <p>Governmental Service</p> <p>a. libraries Provides free information, literature, and computer access.</p> <p>b. schools Provides a safe place for learning and development.</p> <p>c. parks Provides a place for outdoor recreation</p>	
(2.11) Government. The student understands the purpose of governments. The student is expected to:	2.11(C) describe how governments establish order, provide security, and manage conflict including:	<p>Focus is on local, state</p> <p>How do governments establish order? They provide services, make laws, help us stay safe, and settle disagreements.</p> <p>How do governments provide security? They provide police officers, fire departments, and EMS.</p> <p>How do governments manage conflict? They listen to what people want, hold open meetings, debate on how to spend tax money, rely on the court system.</p>	
(2.12) Government. The student understands the role of public officials. The student is expected to:	2.12(A) compare the roles of public officials including mayor, governor, and president; and	<p>Definitions and Examples:</p> <p>Leaders Establish Provide Manage conflict</p>	

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## Wylie ISD Curriculum

		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;">Order</td> <td style="width: 25%;">security</td> <td style="width: 25%;"></td> </tr> <tr> <td>Mayor</td> <td>City laws</td> <td>Police</td> <td>City council, local courts</td> </tr> <tr> <td>Governor (Perry)</td> <td>Texas laws</td> <td>National Guard</td> <td>Texas legislature and courts</td> </tr> <tr> <td>President (Bush)</td> <td>U.S. laws</td> <td>Military</td> <td>U.S. Legislature and Supreme Court</td> </tr> </table>		Order	security		Mayor	City laws	Police	City council, local courts	Governor (Perry)	Texas laws	National Guard	Texas legislature and courts	President (Bush)	U.S. laws	Military	U.S. Legislature and Supreme Court
	Order	security																
Mayor	City laws	Police	City council, local courts															
Governor (Perry)	Texas laws	National Guard	Texas legislature and courts															
President (Bush)	U.S. laws	Military	U.S. Legislature and Supreme Court															
(2.11) Government. The student understands the purpose of governments. The student is expected to:	2.11(A) identify functions of governments;	<p>Including:</p> <p>The purpose of government is to;</p> <ul style="list-style-type: none"> <li>• choose leaders</li> <li>• create laws</li> <li>• enforce laws</li> <li>• decide if laws are fair</li> <li>• create a plan to pay for services (tax)</li> <li>• listen to what people want</li> </ul> <p>Clarification:</p> <p>Kinds of government: Local, state, national</p> <p>Government: group of people who run a community, state or country</p>																
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	17(E) <del>interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.</del>	Example: compare leaders from Wylie, TX, USA in 2.12A																

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies		<b>Bundle #:</b>	4
<b>Grade/Level</b>	2nd		<b>Weeks:</b>	7-8
<b>Unit Name/Title</b>				
US Symbols				
<b>Overview</b>				
Discovering American symbols and customs and beliefs that contribute to our national identity.				
<b>TEKS - Texas Knowledge &amp; Skills</b>				
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>		
(2.1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:	2.1(B) identify and explain the significance of various community, state, and national landmarks such as the county courthouse and state and national capitol buildings including;	National capitol – seat of government for nation – This is located in Washington, D.C. This is the place where Congress meets to make laws for the nation and individual states.  Statue of Liberty – stands for liberty and freedom and is a gift from France.		
(2.14) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:	2.14 (B) identify selected symbols such as including state and national birds and flowers and patriotic symbols such as the U.S. and Texas flags and Uncle Sam; and	U.S. flag  Uncle Sam  Statue of Liberty  U.S: e pluribus unum (motto), Uncle Sam (nickname), bald eagle (bird), rose (flower), oak (tree—as of 12/04)		
(2.14) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:	2.14 (C) explain how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom	Clarifying Questions:  How does American allow you individualism? How does America promote inventiveness? What freedoms do you appreciate in America?  U.S. flag – freedom  Statue of Liberty – freedom, individuality		
2.18 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	2.18 (B) create <del>written and</del> visual material <del>such as stories, poems, maps, and graphic organizers to express ideas</del>	Example illustrate stanzas from Patriotic songs  (word document with words attached)		

## Wylie ISD Curriculum

<p>2.14 Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:</p>	<p>2.14(A) identify selected patriotic songs such as America the Beautiful;</p>	<p>America the Beautiful, This Land Is Your Land, , Yankee Doodle, and Star Spangled Banner</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>2.17(A) obtain information about a topic using a variety of oral sources such as <del>conversations, interviews,</del> and music</p>	<p>Example: Illustrate stanza on paper or in a power point</p>

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	5
<b>Grade/Level</b>	2nd	<b>Weeks:</b>	9-10
<b>Unit Name/Title</b>			
Timeline			
<b>Overview</b>			
Chronology is how we order the progression of time. Things change over time.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(2.2) History. The student understands the concepts of time and chronology. The student is expected to:	2.2(C) create and interpret timelines; and including	Including: Calendars (with holidays), classroom schedule with times, timelines of their lives, time capsules, and growth of the student	
(2.2) History. The student understands the concepts of time and chronology. The student is expected to:	2.2(D) describe and measure calendar time by days, weeks, months, and years	Day = 24 hours, Week = 7 days, Month = 28-31 days, and Year = 12 months	
(2.2) History. The student understands the concepts of time and chronology. The student is expected to:	2.2(B) use vocabulary related to chronology, including past, present, and future;	past, present, future, timelines, modern, ancient, then, now, schedules, calendars, time	
(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:	(A) obtain information about a topic using a variety of oral sources such as conversations, interviews, and music	Example: Make a timeline	
(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:	(D) sequence and categorize information; and	Example Make a timeline	
(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:	(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.	Example make a timeline	

**Wylie ISD Curriculum**

<p>(18) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	<p>(B) create written and visual material such as <del>stories, poems, maps, and</del> graphic organizers to express ideas.</p>	<p>Example compare 2 items on your timeline</p>
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## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	6
<b>Grade/Level</b>	2nd	<b>Weeks:</b>	11-12
<b>Unit Name/Title</b>			
Timeline-Technology & Inventions			
<b>Overview</b>			
Science and technology change things over time.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(2.16) Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to:	(2.16 B) explain how science and technology have changed the ways in which people meet basic needs.	Clarifying: food: freezing food, microwave, processed foods (microwave popcorn, canned foods), ability to deliver foods from around world (oranges and strawberries year-round) clothing: modern fabrics (nylon, lycra, polyester), sewing machines and factories, zippers, Velcro shelter: power tools, siding, recycled plastic deck material, other: medicine  EXAMPLE: Social Studies Text Book – inventor Robert Fulton	
(2.16) Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to:	2.16(A) describe how science and technology have changed communication, transportation, and recreation; and	Clarifying: science – observe and classify facts technology – application of processes and methods to achieve a specific purpose Communication: science – observe changes over time; technology – from Pony Express mail to telegraph to telephone to computer Transportation: science – observe changes over time,	

## Wylie ISD Curriculum

		<p>technology –from horses to carriages to steamboats to trains to cars to trucks to airplanes to spaceships</p> <p>Recreation: science - observe changes over time; technology - (pick any sport) football (safety equipment); bicycles (wheel size, lighter materials, gears, tires); materials and design of speedboats and racecars</p> <p>Society – The need for fast, safe, cheap, easy, and reliable services and products drives the need for change.</p>
(2.2) History. The student understands the concepts of time and chronology. The student is expected to:	2.2 (A) describe the order of events by using designations of time periods such as ancient times and modern times;	<p>Ancient times</p> <ul style="list-style-type: none"> <li>• Egyptian transportation – chariots pulled by horses, only used by royalty and important people</li> <li>• Ancient Communication – hieroglyphics, messengers on foot</li> </ul> <p>Modern times</p> <ul style="list-style-type: none"> <li>• Modern Transportation – cars, trucks, planes, trains, and ships</li> <li>• Modern Communication – internet, e-mail, telephone, instant messenger, TV, radio, cell phones, satellite, Morse Code, Braille, audio books, and mass produced books</li> </ul>
(2.1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:	2.1 (A) explain the significance of various community, state, and national celebrations such as Memorial Day, Independence Day, and Thanksgiving; and	<p>Veteran’s Day – honor veterans who have served in the military defending our country, formerly known as Armistice Day, poppies, etc. (around Nov.11)</p> <p><a href="http://www.patriotism.org/veterans_day/">http://www.patriotism.org/veterans_day/</a></p> <p>Thanksgiving: Americans give thanks for living in country where they are free and can celebrate with family. It is always celebrated on the 3<sup>rd</sup> Thursday in November.</p>
17) Social studies skills. The student applies critical-thinking skills to organize	(A) obtain information about a topic using a variety of oral sources such as	

## Wylie ISD Curriculum

and use information acquired from a variety of sources including electronic technology. The student is expected to:	conversations, interviews, and <del>music</del>	
(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:	(D) sequence <del>and categorize</del> information; <del>and</del>	Example Make a timeline
(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:	(E) interpret oral, visual, and print material <del>by identifying the main idea,</del> predicting, and comparing and contrasting.	Example make a timeline EXAMPLE: Use the book <u>53 ½ things that changed the world</u> . Copy a page for each group. Have them research the item on their page and make a time line to show how the invention changed over time.
(18) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) create written and visual material such as <del>stories, poems, maps, and</del> graphic organizers to express ideas.	Example compare 2 items on your timeline

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	7
<b>Grade/Level</b>	2nd	<b>Weeks:</b>	13-14
<b>Unit Name/Title</b>			
Geography			
<b>Overview</b>			
Physical characteristics of places affect people.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(2.7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:	(2.7 B) explain how people depend on the physical environment and its natural resources to satisfy their basic needs.	<p>How people depend on the <u>physical environment</u> to satisfy basic needs: farmers depending upon sun and rain for their crops, fishermen depend on weather for fishing, physical proximity between home and work/school (and home and family).</p> <p>The <u>physical environment</u> is the combination of a place's physical characteristics. Everything in and on Earth's surface and its atmosphere within which organisms, communities, or objects exist is the environment.</p> <p>How people depend on <u>natural resources</u> to satisfy basic needs: air – breathing, water – drinking and water crops, transportation, soil – plant food, sun – growing crops, forests – wood for building</p>	
(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:	(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.	Example: How Native American Tribes differed depending on geographical location?	
(2.8) Geography. The student understands how humans use and modify the physical environment. The student is expected to	2.8(A) identify ways in which people depend on the physical environment, including natural resources, to meet basic needs;	<p>Example: farmers depend on sun and rain for their crops, fishermen depend on weather for fishing</p> <p>Example: Native Americans living on the plains with no trees compared to where trees grow to satisfy shelter need</p>	

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## Wylie ISD Curriculum

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:	(E) interpret oral, visual, and print material by identifying the main idea, <del>predicting</del> , and comparing and contrasting.	Example: compare tribes, read expository paragraphs and identify main idea about tribe.
(18) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) create written and visual material such as <del>stories, poems, maps, and</del> graphic organizers to express ideas.	Example: organize attributes about different tribes

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	8
<b>Grade/Level</b>	2nd	<b>Weeks:</b>	15-16
<b>Unit Name/Title</b>			
Geography			
<b>Overview</b>			
Seasons, natural hazards and physical characteristics of places affect people.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(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:	(E) interpret oral, visual, and print material by-identifying the main idea, predicting, and comparing and contrasting.	Example: use graphic organizer to organize important information from an expository text about physical characteristics of places.	
(2.7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:	(A) describe how weather patterns, natural resources, seasonal patterns, and natural hazards affect activities and settlement patterns; and	<p>Weather patterns: weather effects food crops produced and shelter built. For example, grapefruit is a plentiful crop in South Texas due to the high amount of rain and tropical conditions. In contrast, cotton is grown in the South Plains because of the low amount of rain and arid conditions. The sod or adobe houses were built in areas with low rain and high temperatures in order to keep the cool air in.</p> <p>Natural resources: water, animals, plants, ores (copper or iron), oil. Natural resources vary among different land regions. For example, fish are natural resources near a water source.</p> <p>Natural hazard: natural disasters (tornado, hurricane, droughts, floods, earthquake, tsunامي, volcano)</p> <p>Physical Characteristics: Features such as soil, landforms, bodies of water, types of vegetation, and climate. These result from climatic and tectonic processes. Forces within the Earth (tectonic) cause volcanic activity and earthquakes which result in mountains and other natural features of the landscape. Climate, including effects of</p>	

**Wylie ISD Curriculum**

		temperature, precipitation, and wind, also shape the physical characteristics of places. Fertile deltas result from repeated flooding, for instance.
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## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	9
<b>Grade/Level</b>	2nd	<b>Weeks:</b>	17-18
<b>Unit Name/Title</b>			
Biographies			
<b>Overview</b>			
Historical figures and local individuals exhibit characteristics of good citizenship.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(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:	2.4 (C) Explain how local people and events have influenced local community history. Including	For whom your school was named. Visit the Wylie News website and the City of Wylie Website	
(2.13) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:	2.13(B) identify historic figures such as including Florence Nightingale, Paul Revere, and Sojourner Truth who have exemplified good citizenship; and	Nightingale: led public health and nursing reforms in mid-1880s  Revere: silversmith, a messenger for the Massachusetts Committee of Safety immortalized in Longfellow’s poem  Truth: political activist. Born into slavery, worked for women’s rights movement, abolition of slavery. After Civil War worked to settle freedmen and gain right to vote for women.	
(2.1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:	2.1(A) explain the significance of various community, state, and national celebrations such as Memorial Day, Independence Day, and Thanksgiving; and	Including:  Martin Luther King, Jr.: fought for equal rights without violence. This is celebrated in January by watching or participating in parades and reading/discussing his “I Have a Dream” speech.  President’s Day: honors the presidents who have worked to benefit all citizens of the US. We celebrate this in February by closing governmental offices and by discussing contributions made by presidents.	
(17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a	(C) use various parts of a source, including the table of contents, glossary, and index, as well as keyword	Example Use Social Studies Book to locate these historical figures in the book	

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## Wylie ISD Curriculum

<p>variety of sources including electronic technology. The student is expected to:</p>	<p>computer searches, to locate information;</p>	
<p>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>(E) interpret <del>oral, visual, and print material by identifying</del> the main idea, <del>predicting, and comparing and contrasting</del>.</p>	<p>Example Use the Social Studies Book to summarize main ideas from their biographies.</p>

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	10
<b>Grade/Level</b>	2 <sup>nd</sup>	<b>Weeks:</b>	19-20
<b>Unit Title</b>			
Biographies			
<b>Overview</b>			
Historic figures and ordinary people exhibit citizenship and inventiveness.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(2.4) <b>History.</b> The student understands how historical figures and ordinary people helped to shape our community, state, and nation. The student is expected to:	2.4(A) identify contributions of historical figures <del>such as</del> including Henrietta King and Thurgood Marshall who have influenced the community, state, and nation;	<p>Henrietta King: (King Ranch) supported Texas businesses, industry churches and schools, health care</p> <p>Marshall: first African-American appointed to Supreme Court Justice; In 1933 his first major case as a lawyer ; made it possible for African-American children and white children to attend the same schools.</p> <p>Thomas Jefferson: 3<sup>rd</sup> President, was given the honor of writing the Declaration of Independence. Interested in Westward Expansion.</p>	
(2.4) <b>History.</b> The student understands how historical figures and ordinary people helped to shape our community, state, and nation. The student is expected to:	2.4 (B) identify historic figures <del>such as</del> including Amelia Earhart and Robert Fulton who have exhibited a love of individualism and inventiveness; and	<p>Earhart: first woman to fly alone across the Atlantic Ocean, early pilot, set speed and endurance records. Disappeared on attempt to fly around the world.</p> <p>Fulton: inventor of commercially successful steamboat (Clermont – sailed on Hudson River)</p> <p>Benjamin Franklin: one of the authors of the Declaration of Independence, worked with electricity, statesman.</p>	
(2.14) <b>Citizenship.</b> The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:	2.14(C) explain how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.	<p>Clarifying Questions:</p> <p>How does American allow you individualism? How does America promote inventiveness? What freedoms do you appreciate in America?</p> <p>How did these individuals show individualism?</p>	

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	11
<b>Grade/Level</b>	2 <sup>nd</sup>	<b>Weeks:</b>	21-22
<b>Unit Title</b>			
<b>Sources</b>			
<b>Overview</b>			
There are many sources to tell us about the past and sometimes there are different interpretations of the same event or time period.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(2.14) <b>Citizenship.</b> The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:	2.14(C) explain how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.	Clarifying Questions: President's Day – individualism, freedom	
(2.3) <b>History.</b> The student understands how various sources provide information about the past. The student is expected to:	2.3(B) compare various interpretations of the same time period using evidence such as photographs and interviews	For example: Colonists: <a href="http://midgefrazel.net/rocksld1.html">http://midgefrazel.net/rocksld1.html</a> Civil War - African-American Experience <a href="http://lweb2.loc.gov/ammem/ndlpedu/lessons/psources/slavpho2.html">http://lweb2.loc.gov/ammem/ndlpedu/lessons/psources/slavpho2.html</a> <a href="http://www.civil-war.net">www.civil-war.net</a> Immigration - Yugoslavia, Italy, and The Netherlands immigrants <a href="http://www.historychannel.com/ellisland/main.html">http://www.historychannel.com/ellisland/main.html</a> Pioneers	

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	12
<b>Grade/Level</b>	2 <sup>nd</sup>	<b>Weeks:</b>	23-24
<b>Unit Title</b>			
Sources			
<b>Overview</b>			
Many things can tell us about the past.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p>(2.3) <b>History.</b> The student understands how various sources provide information about the past. The student is expected to:</p>	<p>2.3(A) name several sources of information about a given period or event; and</p>	<p>For example:</p> <p>Primary and secondary sources (begin to understand term and identify examples)</p> <ul style="list-style-type: none"> <li>• Primary sources are original records created at the time historical events occurred or well after events in the form of memoirs and oral histories. Primary sources may include letters, manuscripts, diaries, journals, newspapers, speeches, interviews, memoirs, documents produced by government agencies such as Congress or the Office of the President, photographs, audio recordings, moving pictures or video recordings, research data, and objects or artifacts such as works of art or ancient roads, buildings, tools, and weapons. These sources serve as the raw material to interpret the past, and when they are used along with previous interpretations by historians, they provide the resources necessary for historical research.</li> <li>• Secondary sources offer an analysis or a restatement of primary sources. They often attempt to describe or explain primary sources. Some secondary sources not only analyze primary sources, but use them to argue a contention or to persuade the reader to hold a certain opinion.</li> </ul> <p>Examples of secondary sources include: dictionaries, encyclopedias, textbooks, and books and articles that interpret or review research works.</p>	

**Wylie ISD Curriculum**

		<p>Compares and contrasts various interpretations of events that took place during American history (settlers, Indian tribes)</p> <p>Colonists – Declaration of Independence, books, personal journals of people living at the time, internet, encyclopedia, paintings and drawings, old money, clothing, maps, cemeteries</p> <p>Civil War – books, personal journals, autobiographies, internet, encyclopedias, biographies, photographs, videos, clothing, maps, Follow the Drinking Gourd, cemeteries</p> <p>Immigration – books, personal journals, autobiographies, internet, encyclopedias, biographies, photographs, videos, clothing, maps, interviews of family members, cemeteries</p>
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## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	13
<b>Grade/Level</b>	2 <sup>nd</sup>	<b>Weeks:</b>	25-26
<b>Unit Title</b>			
Maps/landforms			
<b>Overview</b>			
Maps, globes and photographs provide valuable information.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(2.5) <b>Geography.</b> The student uses simple geographic tools such as maps, globes, and photographs. The student is expected to:	(2.5B) draw maps to show places and routes	Including: Places and routes to show on maps: School map, community or neighborhood map, home map, create maps on, if available, Kidspiration, Microsoft Paint or on paper	
(2.6) <b>Geography.</b> The student understands the locations and characteristics of places and regions. The student is expected to:	(2.6A) identify major landforms and bodies of water, including <u>continents</u> and <del>oceans</del> , on maps and globes;	Major landforms: mountains, islands, plains, valleys, hills, rivers, lakes, forests, oceans, coastal, and peninsula  Continents to identify: North American, South America, Africa, Asia, Europe, Antarctica, and Australia	
(2.15) <b>Culture.</b> The student understands the significance of works of art in the local community. The student is expected to:	2.15(A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage; and	City of Wylie Website, Wylie News  Examples: Wylie ISD <b>Celebrate the Arts</b> , Pirate Cove playground built by community, Christian Care Center, Birmingham House, Mascots, History of Wylie including Nickelville, Community and Founders Park, paintings and murals downtown and in school building, any quotes or poems inside your school building, your school song, your school namesake, sports stadium namesake, local churches, cemeteries, and Wylie Pioneer Days.  Murphy, Sachse, St. Paul, Nevada, Lavon – local culture	
(18) <b>Social studies skills.</b> The student communicates in written, oral, and visual forms. The student is expected to:	(B) create written and visual material such as <del>stories, poems, maps, and graphic organizers to express ideas.</del>	Example: Make map of the World label with habitats, animals	

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	14
<b>Grade/Level</b>	2 <sup>nd</sup>	<b>Weeks:</b>	27-28
<b>Unit Title</b>			
Texas maps and symbols			
<b>Overview</b>			
Maps and symbols can tell us many things about our state.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(2.15) <b>Culture.</b> The student understands the significance of works of art in the local community. The student is expected to:	2.15(B) explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage.	City of Wylie Website, Wylie News  Examples: <b>Wylie ISD Celebrate the Arts</b> , Pirate Cove playground built by community, Christian Care Center, Birmingham House, Mascots, History of Wylie including Nickelville, Community and Founders Park, paintings and murals downtown and in school building, any quotes or poems inside your school building, your school song, your school namesake, sports stadium namesake, local churches, cemeteries, and Wylie Pioneer Days.. Murphy, Sachse, St. Paul, Nevada, Lavon – local culture,	
(2.1) <b>History.</b> The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:	(2.1B) identify and explain the significance of various community, state, and <del>national landmarks</del> such as the county courthouse and state <del>and national</del> capitol buildings.	Including:  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  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 decide where money will be spent around the state..  Alamo – One of the most famous Texas landmarks located in San Antonio where Texans were fighting to be free from Mexico’s rule.(not as a history lesson landmark only)  Suggestions for local landmarks:	

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## Wylie ISD Curriculum

		Community Landmarks – Museums, libraries, churches, historical homes and businesses, Lavon Dam, Birmingham House, Historic Downtown, Founders Park and Community Park.
(2.14) <b>Citizenship.</b> The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(2.14B) identify selected symbols <del>such as</del> including state and <del>national</del> birds and flowers and patriotic symbols such as the <u>U.S.</u> and Texas flags <del>and Uncle Sam; and</del>	Texas: Lone Star State (nickname), mockingbird (bird), pecan (tree), bluebonnet (flower), Friendship (state motto)  Describes Texas flag: white-purity, blue- loyalty, red – bravery, lone star-Republic of Texas The Alamo as a landmark not as a lesson
(2.6) <b>Geography.</b> The student understands the locations and characteristics of places and regions. The student is expected to:	(2.6B) locate the community, Texas, the United States, and selected countries on maps and globes; and	States that border Texas: Arkansas, Oklahoma, New Mexico, and Louisiana  Countries that border the U.S.: Mexico, Canada, Area communities: Wylie, and Dallas on a Texas Map State Capital - Austin
(18) <b>Social studies skills.</b> The student communicates in written, oral, and visual forms. The student is expected to:	(B) create written and visual material such as <del>stories, poems,</del> maps, and <del>graphic organizers to express ideas.</del>	Example Make Texas map locating Austin, The Alamo, Wylie, bordering states and County Courthouse.
(2.6) <b>Geography.</b> The student understands the locations and characteristics of places and regions. The student is expected to:	(2.6A) identify major landforms and bodies of water, including <del>continents</del> and <del>oceans</del> , on maps and globes;	Bodies of water: Gulf of Mexico, Red River, and Rio Grande River  Local bodies of water: Lake Lavon

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	15
<b>Grade/Level</b>	2 <sup>nd</sup>	<b>Weeks:</b>	29-30
<b>Unit Title</b>			
Geography			
<b>Overview</b>			
The locations and characteristics of regions can be found on maps and globes.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(2.6) <b>Geography.</b> The student understands the locations and characteristics of places and regions. The student is expected to:	(C) compare information from different sources about places and regions based on a map or photo	Community – a place that is made up of many neighborhoods. Urban – an area that has a city Rural – an area with small communities and open space Suburb – a type of community that is located near a city Regions to compare: land regions of Texas by looking at a map (use powerpoint or web links) Sources of information to use: maps, internet, and books	
(2.5) <b>Geography.</b> The student uses simple geographic tools such as maps, globes, and photographs. The student is expected to:	(A) use symbols, find locations, and determine directions on maps and globes; and	Including: Symbols to use: map key, compass rose, road signs (highway or interstates signs), cities, capital cities Locations to find: cities, state, country, continent Directions to use: Cardinal Directions ( north, south, east, west) Using relative or comparison language ( Ex. south of the lake)	
(18) <b>Social studies skills.</b> The student communicates in written, oral, and visual forms. The student is expected to:	(B) create written and visual material such as <del>stories, poems, maps, and graphic organizers to express ideas.</del>	Examples regions of Texas on a map Powerpoint – I can read a Texas Map	

## Wylie ISD Curriculum

<p>(2.6) <b>Geography.</b> The student understands the locations and characteristics of places and regions. The student is expected to:</p>	<p>(A) identify major landforms and bodies of water, including <u>continents</u> and <u>oceans</u>, on maps and globes;</p>	<p>Continents to identify: North American, South America, Africa, Asia, Europe, Antarctica, and Australia Oceans to identify: Atlantic, Indian, Pacific, and Arctic</p>
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## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	16
<b>Grade/Level</b>	2 <sup>nd</sup>	<b>Weeks:</b>	31-32
<b>Unit Title</b>			
Economics			
<b>Overview</b>			
Goods and services; producers and consumers; earning, spending and saving money			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
2.9 <b>Economics.</b> The student understands the importance of work.	(A) explain how work provides income to purchase goods and services; and	<p>Goods: Goods are tangible things that can be bought and sold. Work provides money for purchases like food and toys</p> <p>Services: Services are jobs that people do for pay or volunteer to help others. Work provides money purchase services; such as, a teacher, police officer, firefighter, nurse, and doctor</p>	
2.9 <b>Economics.</b> The student understands the importance of work.	(B) explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money, and where to live and work.	<p>Including:</p> <p>Earning: People have freedom to choose and prepare for a job which can determine the amount that they earn. The location of the job can affect what a person earns</p> <p>Budget: Simple budget such as for a child</p> <p>Such as:</p> <p>Free enterprise economy = the freedom to decide how to make money and what to do with the money, (people depend on supply, demand, and prices to determine “what to produce,” “how to produce,” “how much to produce,” “for whom to produce”).</p> <p>Spending: People have freedom to choose where and how they spend their money.</p> <p>Saving Money: People have the opportunity to save money in various ways (bonds and saving accounts).</p> <p>Some locations are better than others for specific</p>	

## Wylie ISD Curriculum

		activities (e.g., why fast food restaurants and gas stations are often located at highway interchanges).
2.10 <b>Economics.</b> The student understands the roles of producers and consumers in the production of goods and services.	(B) identify ways in which people are both producers and consumers; and	Clarifying question: How people can be producers and consumers?  Example: A farmer produces crops and consumes seeds, fertilizer, water, fuel in the production process.  The same farmer then takes his profit and consumes goods and services for his home and family (food, car, clothes, restaurants, etc.).
2.10 <b>Economics.</b> The student understands the roles of producers and consumers in the production of goods and services.	(A) distinguish between producing and consuming;	Definitions:  Producers: Makes the goods or provides the services people buy in a community. For example, farmers produce goods; such as, vegetables and fruits and hair stylists produces a service by giving a haircut. Consumer: Buys good and services. For <u>example</u> , at Walmart a child could buy a football, and get his hair cut

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies		<b>Bundle #:</b>	17
<b>Grade/Level</b>	2 <sup>nd</sup>		<b>Weeks:</b>	33-34
<b>Unit Title</b>				
Physical environment				
<b>Overview</b>				
People depend on, use and modify their physical environment.				
<b>TEKS - Texas Knowledge &amp; Skills</b>				
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>		
(2.7) <b>Geography.</b> The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:	(2.7B) explain how people depend on the physical environment and its natural resources to satisfy their basic needs.	<p>How people depend on the <u>physical environment</u> to satisfy basic needs: farmers depending upon sun and rain for their crops, fishermen depend on weather for fishing, physical proximity between home and work/school (and home and family).</p> <p>The <u>physical environment</u> is the combination of a place's physical characteristics. Everything in and on Earth's surface and its atmosphere within which organisms, communities, or objects exist is the environment</p> <p>How people depend on <u>natural resources</u> to satisfy basic needs: air – breathing, water – drinking and water crops, transportation, soil – plant food, sun – growing crops, forests – wood for building</p>		
(2.8) <b>Geography.</b> The student understands how humans use and modify the physical environment. The student is expected to:	(2.8A) identify ways in which people depend on the physical environment, including natural resources, to meet basic needs;	<p>Example: farmers depend on sun and rain for their crops, fishermen depend on weather for fishing</p> <p>Example: Native Americans living on the plains with no trees compared to where trees grow to satisfy shelter need</p>		
(2.8) <b>Geography.</b> The student understands how humans use and modify the physical environment. The student is expected to:	(2.8C) identify consequences of human modification of the physical environment such as the use of irrigation to improve crop yields; and	<p>Irrigation: increase food supply for people and animals, stress aquifers and other water supplies, decrease number of plant species on land, ripple effect is change in insect and animal species</p> <p>crop yield: amount of crop harvested from a field</p> <p>Influences on crop yield: soil fertility, condition of seed, weather conditions, cultivation practices, pests or diseases</p>		

**Wylie ISD Curriculum**

		<p>If there isn't enough rain – humans irrigate to make more crops</p> <p>If there is too much rain – humans provide drainage for more successful crops</p> <p>Cutting too many trees causes erosion</p> <p>Reroute water – one place safe from floods, another place floods</p>
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## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	18
<b>Grade/Level</b>	2 <sup>nd</sup>	<b>Weeks:</b>	35-36
<b>Unit Title</b>			
Natural Resources			
<b>Overview</b>			
We use natural resources every day. We need to conserve and take care of our natural resources.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(2.10) <b>Economics.</b> The student understands the roles of producers and consumers in the production of goods and services.	(2.10C) trace the development of a product from a natural resource to a finished product	Example: The process by which a tree is changed into lumber to build a piece of furniture or produced into wood pulp to make paper.	
(2.8) <b>Geography.</b> The student understands how humans use and modify the physical environment. The student is expected to:	(2.8B) identify ways in which people have modified the physical environment such as building roads, clearing land for urban development, and mining coal;	Including: building roads, clearing land for urban development, and mining coal: Such as: cut down trees – homes, fields/agriculture move soil – roads, homes, irrigation build dams – water for cities, flood control, electricity dig in ground – coal/oil for heat, mining coal	
(2.8) <b>Geography.</b> The student understands how humans use and modify the physical environment. The student is expected to:	(2.8D) identify ways people can conserve and replenish natural resources.	Plant trees, recycle, conserve water, decrease air and water pollution, recycle rain water, carpool more, decrease use of pesticides. Natural resources: water, animals, plants, ores (copper or iron), oil . Natural resources vary among different land regions. For example, fish are natural resources near a water source.	
(2.14) <b>Citizenship.</b> The student understands important customs, symbols,	(2.14C) explain how <del>selected customs,</del> symbols, and celebrations reflect an	Clarifying Questions: Memorial Day – custom: decorate cemetery, TAPS	

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## Wylie ISD Curriculum

<p>and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:</p>	<p>American love of <del>individualism, inventiveness, and</del> freedom.</p>	<p>ceremony at cemetery; symbol: flag, flowers</p>
<p>(2.1) <b>History.</b> The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:</p>	<p>(2.1A) explain the significance of various community, state, and national celebrations such as <b>Memorial Day</b>, <b>Independence Day</b>, and Thanksgiving; and</p>	<p>Memorial Day: honors all US citizens who have <u>died</u> in war. We celebrate this on the last Monday in May by decorating the graves of the fallen soldiers and remembering them in a moment of silence.</p> <p>Independence Day: Americans declaring independence from Britain in 1776; therefore, we celebrate this on July 4<sup>th</sup> by gathering family and friends, watch fireworks, and listen to patriotic music.</p> <p>Local Celebrations: Culture Day (<b>Cinco de Mayo</b> that encourages students and parents to share food, music, and customs of diverse cultures).</p>
<p>(18) <b>Social studies skills.</b> The student communicates in written, oral, and visual forms. The student is expected to:</p>	<p>(A) express ideas orally based on knowledge and experiences; and</p>	<p>Example: reflect on Holidays throughout the calendar year and write and share how your family celebrates them. Including Memorial Day, Independence Day, and Cinco de Mayo</p>