



Clint ISD
Social Studies Scope & Sequence
Second Grade Overview
2009-10

1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	6th Six Weeks
Aug 24 – Oct 2	Oct 5 – Nov 6	Nov 9 – Dec 18	Jan 5 – Feb 18	Feb 22 – Apr 16	Apr 19 – Jun 4
Citizenship Timelines Calendar Government School rules Authority Laws Celebrations: Community Labor Day <i>Grandparent's Day</i> <i>16th of September</i> Constitution Day September 17 Freedom Week September 14-18 Landforms Bodies of water Continents Oceans Globe Map Skills	Timelines Discovery of America Columbus Day Transportation & Technology Continents <i>Halloween</i> Elections <i>Veteran's Day</i> Thanksgiving	Work Goods Services Producers & Consumers Natural Resources Holidays: December celebrations New Year's Day MLK	Historical Figures <ul style="list-style-type: none"> ➤ Henrietta King ➤ Thurgood Marshall ➤ Amelia Earhart ➤ Robert Fulton Presidents: <ul style="list-style-type: none"> ➤ George Washington ➤ Abraham Lincoln Presidents Day Community, state, and national landmarks Valentines Day Black History Leap Year 100 Day-2/4/08 Ground Hog Day Timelines	Texas Texas Independence Day March 2 Texas Capitol Culture Art Community culture Maps Landforms Environment Holidays: <i>Tx Indep Day</i> <i>St. Patrick's Day</i> <i>Easter</i> <i>Spring</i> <i>April Fool's Day</i>	Earth Day (Arbor Day) U.S. Patriotic Symbols Patriotic Songs Patriotic Symbols Historical Figures: <ul style="list-style-type: none"> ➤ Florence Nightingale ➤ Paul Revere ➤ Sojourner Truth Ordinary People: <ul style="list-style-type: none"> ➤ Community ➤ State ➤ Country ➤ World

**2009 - 2010 Clint Independent School District
Instructional Planning Guide**

GRADE/SUBJECT: 2nd grade **1st Six Weeks - (29 days of instruction)
August 24 – October 2**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>Citizenship (1) <u>History</u>. The student understands the historical significance of landmarks and celebrations in the community, state, and nation.</p> <p>13. <u>Citizenship</u> The student understands characteristics of good citizenship as</p> <p>17. <u>Social studies skills</u>. The student applies critical-thinking skills to org</p>	<p>(A) explain the significance of various community, state, and national celebrations such as Memorial Day, Independence Day, and Thanksgiving</p> <p>A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good;</p> <p>(A) obtain information about a topic using a variety of oral sources such as conversations, interviews, and music;</p>	<p>Rules Principal law community history urban -T suburb rural –T capital neighborhood * citizenship * past * present * future * responsibility *-T rules mayor county cooperation Citizen Cooperation calendar</p>	<p>Teacher Observation</p> <p>Student Participation</p> <p>(projects) Presentations</p>		<p>Celebrations: Holidays to cover: Labor Day Grandparents Day Constitution Day Sept 17 Mexican Independence Day (Sept 16)</p> <p>Establish routines and procedures, rules, good citizenship.</p> <p>Calendar Timelines</p>	<p>www.georgetownisd.org</p> <p>Horizons: Holiday Activities p. H1 TE</p> <p>United Streaming: citizenship in the community. Horizons: Pupil Book/Unit Big Book, pp. 6-9 Activity Book, p.1 Pupil Book/Unit Big book, pp.20-23 Activity book, p. 6</p> <p>Horizons: Pupil Book/Unit big book, pp.32-33 Activity Book, p.9-10</p>

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GRADE/SUBJECT:
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**1st Six Weeks - (29 days of instruction)
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Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>2. <u>History</u>. The student understands the concepts of time and chronology.</p> <p>(5) <u>Geography</u>. The student uses simple geographic tools such as maps, globes, and photographs.</p>	<p>A) describe the order of events by using designations of time periods such as ancient times and modern times;</p> <p>(D) describe and measure calendar time by days, weeks, months, and years.</p> <p>A) use symbols, find locations, and determine directions on maps and globes;</p>	<p>North America South America Europe Asia Australia Africa Antarctica Continents Ocean Pacific Atlantic Arctic Indian Atlas Globe Map Geography Compass Rose North South East West</p>			<p>Celebrations</p> <p>Maps/globes Landforms Bodies of Water Continents Oceans Globe</p> <p>Fall celebration</p>	<p>www.yourchildlearn.com</p> <p>www.lib.utexas.edu/map-sites/outline_sites.html</p> <p>www.bcs.bedfordsmartins.com/makehistory</p> <p>www.tea.state.tx.us</p> <p>www.terraserver.com</p> <p>www.unitedstreaming.com</p> <p>www.maptek.com</p> <p>www.k12tlc.net</p> <p>www.globeexplorer.com</p> <p>www.nationalgeographic.com</p> <p>www.pppst.com</p> <p>www.webccat.com</p>

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GRADE/SUBJECT:
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1st Six Weeks - (29 days of instruction)
August 24 – October 2

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(6) <u>Geography</u>. The student understands the locations and characteristics of places and regions.</p> <p>(18) <u>Social studies skills</u>. The student communicates in written, oral, and visual forms.</p>	<p>(A) identify major landforms and bodies of water, including continents and oceans, on maps and globes B) locate the community, Texas, the United States, and selected countries on maps and globes; and (C) compare information from different sources about places and regions.</p> <p>A) express ideas orally based on knowledge and experiences; and (B) create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.</p>				<p>Functions of government (community, school, parks)</p>	<p>Horizons: Activity book p.5 Activity book p. 7</p> <p>Horizons: Pupil Book/Unit Big Book, pp. 46-49, 52-57 Activity book p. 13,15</p> <p>Our Nation:Scholastic ISBN:0-439-32331-2</p>

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Instructional Planning Guide

GRADE/SUBJECT:
2nd grade

1st Six Weeks - (29 days of instruction)
August 24 – October 2

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(7) <u>Geography</u>. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns.</p> <p>Government (11) The student understands the purpose of governments.</p>	<p>A) describe how weather patterns, natural resources, seasonal patterns, and natural hazards affect activities and settlement patterns</p> <p>A) identify functions of governments; (B) identify some governmental services in the community such as libraries, schools, and parks and explain their value to the community; and (C) describe how governments establish order, provide security, and manage conflict.</p>					<p>Social Studies:FrankSchaffer ISBN:0-8673-4453-9</p> <p>StudiesWeekly:American Legacy Publishing www.studiesweekly.com</p> <p>Ongoing</p> <ul style="list-style-type: none"> • Local Veterans • Poem p.T28 • <u>Memorial Day</u> by Helen Frost <p>United Streaming: Almost Painless Guide to the U.S. Constitution (21:12) United Streaming: America at It's Best – The American Government (15:00) United Streaming: Thanksgiving Day – America Celebrates (15:00) Early Settlers: The Era of Colonization (22:00)</p>

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GRADE/SUBJECT:
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**1st Six Weeks - (29 days of instruction)
August 24 – October 2**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indidicator	ESL Strategies	Lesson	Resources/ Materials
					<p>Thanksgiving: remember arrival of Pilgrims, give thanks for living in country where you are free and can celebrate with family</p> <p>Also local customs related to important holidays and ceremonies in various countries (e.g., Christmas, New</p> <p>Veterans' Day – honor veterans who have served in the military defending our country</p> <p>Independence Day: celebrate declaring independence</p>	

**2009-2010 Clint Independent School District
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GRADE/SUBJECT:
2nd grade

**2nd Six Weeks - (24 days of instruction)
October 5 – November 6**


Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p><u>History</u></p> <p><u>History</u>. The student understands the concepts of time and chronology.</p> <p>(16) <u>Science, technology, and society</u>. The student understands how science and technology have affected life, past and present.</p> <p>(5) <u>Geography</u>. The student uses simple geographic tools such as maps, globes, and photographs.</p>	<p>(A) describe the order of events by using designations of time periods such as ancient times and modern times; (B) use vocabulary related to chronology, including past, present, and future; (C) create and interpret timelines; and (D) describe and measure calendar time by days, weeks, months, and years.</p> <p>(A) describe how science and technology have changed communication, transportation, and recreation;</p> <p>(B) draw maps to show places and routes.</p>	<p>Community Citizen Rule Fair Responsible Role Cooperation calendar</p> <p>Christopher Columbus World Route Spain Ships: Santa Maria, La Nina, La Pinta Explore America Continents</p>			<p>Time & Chronology Timelines Compare /Contrast Measure time</p> <p>Discovery of America</p> <p>Columbus Day</p> <p>Halloween Celebrations</p> <p>Transportation & Technology</p> <p>Continents</p> <p>Elections</p>	<p>bagladiesonline.com</p> <p>United Streaming: Almost Painless Guide to the U.S. Constitution (21:12) United Streaming: America at It's Best – The American Government (15:00) United Streaming: U.S. Celebrations (13:00)</p> <p>www.georgetownisd.org</p> <p>Social Studies Weekly</p>

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GRADE/SUBJECT:
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**2nd Six Weeks - (24 days of instruction)
October 5 – November 6**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p><u>Culture</u></p> <p>(15) <u>Culture</u>. The student understands the significance of works of art in the local community.</p> <p>(17) <u>Social studies skills</u>. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology</p>	<p>(A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage; and (B) explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage.</p> <p>A) obtain information about a topic using a variety of oral sources such as conversations, interviews, and music; (B) 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>Election Vote Appoint Majority rule Ballot Governor Legislature Property Congress President Constitution Right</p>				<p><u>Horizons</u>: TE pg.H2 Social Studies:FrankSchaffer.com ISBN:0-8673-4453-9</p> <p>Our Nation:Scholastic ISBN:0-439-32331-2</p> <p>Horizons:TE pg.H4 Social</p>

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**2009 - 2010 Clint Independent School District
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GRADE/SUBJECT:
2nd grade

**3rd Six Weeks - (25 days of instruction)
November 9-December 18**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(9) <u>Economics</u>. The student understands the importance of work.</p> <p>(10) <u>Economics</u>. The student understands the roles of producers and consumers in the production of goods and services.</p>	<p>(A) explain how work provides income to purchase goods and services; and (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> <p>(A) distinguish between producing and consuming; (B) identify ways in which people are both producers and consumers; and (C) trace the development of a product from a natural resource to a finished product.</p>	<p>Goods Services Business Producer Consumer Raw material Factory Product Income Bank Interest Scarce Barter Trade</p>			<p>Veteran's Day Thanksgiving Producers and Consumers Goods & Services Work Natural Resources Holidays: December Celebrations New Year's Day Timelines</p>	<p>www.georgetownisd.org</p> <p>Horizons: Pupil Book/Unit Big Book pp.265-283 Activity pp. 65-67</p> <p>Horizons: Pupil Book/Unit Big Book pp.265-283 Activity pp. 65-67</p>

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GRADE/SUBJECT:
2nd grade

**3rd Six Weeks - (25 days of instruction)
November 9-December 18**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(7) <u>Geography.</u> The student understands how physical characteristics of places and regions affect people's activities and settlement patterns.</p>	<p>A) describe how weather patterns, natural resources, seasonal patterns, and natural hazards affect activities and settlement patterns; and (B) explain how people depend on the physical environment and its natural resources to satisfy their basic needs</p>	<p>Water Clouds Winter Spring Summer Fall</p>				<p>Horizons: Pupil Book/Big Book pp.286-295 Activity Book pp.69 & 70</p>
<p>(8) <u>Geography.</u> The student understands how humans use and modify the physical environment</p>	<p>(A) identify ways in which people depend on the physical environment, including natural resources, to meet basic needs;</p>	<p>Natural Resource Conservation Pollution Crop Recycle Forest Fuel</p>				<p>Horizons: Pupil Book/Big Book pp. 128-151 Activity Book pp. 32 & 36</p>

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**3rd Six Weeks - (25 days of instruction)
November 9-December 18**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(18) <u>Social studies skills</u>. The student communicates in written, oral, and visual forms.</p> <p>History: (1) <u>History</u>. The student understands the historical significance of landmarks and celebrations in the community, state, and nation.</p>	<p>(B) create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.</p> <p>A) explain the significance of various community, state, and national celebrations such as Memorial Day, Independence Day, and Thanksgiving; and</p>	<p>Thanksgiving Christmas New Year's Day</p>				<p>Horizons: TE pp. H5, H6, H7, H8 www.georgetown.org</p>

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GRADE/SUBJECT:
2nd grade

**3rd Six Weeks - (25 days of instruction)
November 9-December 18**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(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>(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>(C) explain how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.</p> <p>(B) explain how science and technology have changed the ways in which people meet basic needs.</p>					<p>Horizons:TE pp.A2-A11 Pupil Book/Big Book pp. 2-11 Bag Ladies pp.10-11</p> <p>Social Studies:Frank Schaffer.com ISBN:0-8673-4453-9</p> <p>Horizons: Pupil Book/Big Book pp. 248, TE.pp.H10</p> <p>Horizons:Pupil Book/Big Book pp. 244-248</p> <p>Time for Kids Readers</p>

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GRADE/SUBJECT:
2nd grade

**3rd Six Weeks - (25 days of instruction)
November 9-December 18**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<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>(19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p>	<p>(D) sequence and categorize information; and</p> <p>(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>					

**2008-2009 Clint Independent School District
Instructional Planning Guide**

GRADE/SUBJECT **4th Six Weeks - (33 days of instruction)**
2nd grade / Social Studies **January 5-February 19**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>History</p> <p>(4) <u>History</u>. The student understands how historical figures and ordinary people helped to shape our community, state, and nation.</p> <p>2) <u>History</u>. The student understands the concepts of time and chronology.</p> <p>(17) <u>Social studies skills</u>. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology</p>	<p>(A) identify contributions of historical figures such as Henrietta King and Thurgood Marshall who have influenced the community, state, and nation; B) identify historic figures such as Amelia Earhart and Robert Fulton who have exhibited a love of individualism and inventiveness; and</p> <p>(B) use vocabulary related to chronology, including past, present, and future; (C) create and interpret timelines;</p> <p>(D) sequence and categorize information;</p>				<p>MLK Rosa Parks Harriett Tubman Presidents G. Washington A. Lincoln Presidents Day Valentines Day Black History Leap Year 100 Day-2/4/10 Ground Hog Day</p> <p>Historical Figures:</p> <ul style="list-style-type: none"> ➤ Henrietta King ➤ Thurgood Marshall ➤ Amelia Earhart ➤ Robert Fulton ➤ Sojourner Truth <p>Timelines</p>	<p>www.georgetownisd.org</p> <p>http://www.whitehouse.gov/kids/</p> <p>Horizons:TE pgs. H5, H6, H7, H8</p> <p>Horizons:TE pg.H10 Pg.244-248</p>

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GRADE/SUBJECT
2nd grade / Social Studies

4th Six Weeks - (33 days of instruction)
January 5-February 19

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(4) <u>History</u>. The student understands how historical figures and ordinary people helped to shape our community, state, & nation.</p> <p>(3) <u>History</u>. The student understands how various sources provide information about the past.</p>	<p>A) identify contributions of historical figures such as Henrietta King and Thurgood Marshall who have influenced the community, state, and nation; (B) identify historic figures such as Amelia Earhart and Robert Fulton who have exhibited a love of individualism and inventiveness;</p> <p>A) name several sources of information about a given period or event; and</p>				Sources	

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GRADE/SUBJECT
2nd grade / Social Studies

4th Six Weeks - (33 days of instruction)
January 5-February 19

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>13) <u>Citizenship</u>. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people.</p>						

**2008-2009 Clint Independent School District
Instructional Planning Guide**

GRADE/SUBJECT
2nd grade / Social Studies

4th Six Weeks - (33 days of instruction)
January 5-February 19

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(18) <u>Social studies skills.</u> The student communicates in written, oral, and visual forms.</p> <p>(17) <u>Social studies skills.</u> The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.</p>	<p>(A) express ideas orally based on knowledge and experiences; and</p> <p>(B) create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.</p> <p>(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.</p>					<p>http://www.whitehouse.gov/kids/</p>

**2009 - 2010 Clint Independent School District
Instructional Planning Guide**

GRADE/SUBJECT **5th Six Weeks - (33 days of instruction)**
February 22-April 16
2nd grade / Social Studies

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(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) History. The student understands the concepts of time and chronology. The student is expected to:</p>	<p>(A) explain the significance of various community, state, and national celebrations such as Memorial Day, Independence Day, and Thanksgiving; and</p> <p>(B) 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>(A) describe the order of events by using designations of time periods such as ancient times and modern times;</p> <p>(B) use vocabulary related to chronology, including past, present, and future;</p> <p>(C) create and interpret timelines; and</p> <p>(D) describe and measure calendar time by days, weeks, months, and years.</p>	<p>Texas Austin Pecan Tree Bluebonnet Longhorn Nickname Texas Flag Armadillo Cactus Desert</p>	<p>Identify and explain the importance of Texas symbols</p> <p>Locate Texas in the U.S. and neighboring countries</p>		<p>Texas</p> <p>Texas Independence Day March 2</p> <p>Texas Capitol Culture Art</p> <p>Local Artists</p> <p>Community culture</p> <p>Maps</p> <p>Landforms</p> <p>Environment</p> <p>Timelines</p> <p>Holidays: <i>Tx Indep Day</i> <i>St. Patrick's Day</i> <i>Easter</i> <i>Spring</i> <i>April Fool's Day</i></p>	<p>www.georgetownisd.org</p> <p>www.harcourtschool.com/socialstudies</p> <p>http://www.whitehouse.gov/kids/</p> <p>Time for Kids Vol #1 TE Activity Book Time for Kids Readers</p> <p>Video Streaming</p> <p>Field Trip to Local Museums Field Trip to Local Missions</p> <p>Unit 4 TE pgs. 192-193 Pgs. 167 Culture Fair Pg. 179</p> <p>Maps /Globes</p> <p>Social Studies Weekly</p>

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GRADE/SUBJECT
2nd grade / Social Studies

5th Six Weeks - (33 days of instruction)
February 22-April 16

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(15) Culture. The student understands the significance of works of art in the local community. The student is expected to:</p> <p>5) Geography. The student uses simple geographic tools such as maps, globes, and photographs. The student is expected to:</p>	<p>(A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage; and</p> <p>(B) explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage.</p> <p>A) use symbols, find locations, and determine directions on maps and globes; and</p> <p>B) draw maps to show places and routes.</p>					

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GRADE/SUBJECT
2nd grade / Social Studies

5th Six Weeks - (33 days of instruction)
February 22-April 16

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>6) Geography The student understands the locations and characteristic s of places and regions. The student is expected to:</p>	<p>(A) identify major landforms and bodies of water, including continents and oceans, on maps and globes;</p> <p>(B) locate the community, Texas, the United States, and selected countries on maps and globes; and</p> <p>(C) compare information from different sources about places and regions.</p>					
<p>8) Geography The student understands how humans use and modify the physical environment. The student is expected to:</p>	<p>(A) identify ways in which people depend on the physical environment, including natural resources, to meet basic needs;</p> <p>(B) identify ways in which people have modified the physical environment such as building roads, clearing land for urban development, and mining coal;</p> <p>(C) identify consequences of human modification of the physical environment such as the use of irrigation to improve crop yields; and</p>					

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February 22-April 16

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
	(D) identify ways people can conserve and replenish natural resources.					

<p>(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>(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>A) identify selected patriotic songs such as America the Beautiful;</p> <p>(B) identify selected symbols such as state and national birds and flowers and patriotic symbols such as the U.S. and Texas flags and Uncle Sam; and</p> <p>(C) explain how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.</p>	<p>Liberty Bell Statue of Liberty Flag Eagle Uncle Sam National Birds Flowers Patriotic Historical Individualism Freedom Inventiveness Cultural Heritage Statues Paintings Beliefs Principles Citizenship National Anthem Citizenship</p>			<p>Earth Day (Arbor Day)</p> <p>U.S. Patriotic Symbols</p> <p>Patriotic Songs</p> <p>Patriotic Symbols</p> <p>Historical Figures:</p> <ul style="list-style-type: none"> ➤ Florence Nightingale ➤ Paul Revere <p>Ordinary People: Danny Olivas Ruban Soto Estrella</p> <ul style="list-style-type: none"> ➤ Community ➤ State ➤ Country ➤ World <p>Memorial Day</p> <p>Timelines</p> <p>Individual projects and presentations</p>	<p>Social Studies Weekly</p> <p>TE pgs. H14 45A 76, 107, 76-77 238, 74A, 79A, 43</p> <p>Internet Resources United Streaming www.georgetownisd.org http://www.georgetownisd.org/ccorner/socstudies/index.asp</p>
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<p>(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:</p> <p>1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and</p>	<p>(A) identify contributions of historical figures such as Henrietta King and Thurgood Marshall who have influenced the community, state, and nation;</p> <p>(B) identify historic figures such as Amelia Earhart and Robert Fulton who have exhibited a love of individualism and inventiveness; and</p> <p>(C) explain how local people and events have influenced local community</p>					
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<p>nation. The student is expected to:</p>	<p>history.</p> <p>(A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good;</p> <p>(B) identify historic figures such as Florence Nightingale, Paul Revere, and Sojourner Truth who have exemplified good citizenship; and</p> <p>(C) identify ordinary people who exemplify good citizenship.</p>					
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	<p>(A) explain the significance of various community, state, and national celebrations such as Memorial Day, Independence Day, and Thanksgiving; and</p>					
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