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p. 36 replace one photo with another showing the same content.
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Think what might happen if no one was in charge. There would be no one to help make our rules and laws.

A **government** is made up of citizens. They are in charge. They work together to make rules and laws. They work so all citizens get what they need.

We have three kinds of government. We have government for our community, our state, and our country.

Government leaders meet in a community.
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Signature of Company Official: Carole Sandefer
Title: Vice President, Market General Manager, Texas
Date Signed: Jun 11, 2018
Los líderes del gobierno se reúnen en una comunidad.

Piensa en lo que pasaría si nadie estuviera a cargo. No habría nadie para ayudar a hacer las reglas y las leyes.

Un gobierno está formado por ciudadanos. Ellos están a cargo. Trabajan juntos para hacer reglas y leyes. Trabajan para que todos los ciudadanos tengan lo que necesitan.

Tenemos tres clases de gobierno. Tenemos gobiernos para la comunidad, para el estado y para el país (o nación).
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**From** Carole Sandefer  
**Date** Jun 11, 2018

**Publisher** Pearson Education, Inc., publishing as Scott Foresman

**Subject Area** Social Studies

**Grade Level(s) or Course(s)** Grade 2

**Proclamation Year** 2015  
**Copyright Year** 2016

**Does this update change content used to demonstrate TEKS or ELPS coverage?** No

**Program Title** myWorld Social Studies: We Explore People and Places, Texas

**Program ISBN** 9 7 8 0 3 2 8 8 4 7 9 5 2

**Component Title** TX Student Edition

**Component ISBN** 9 7 8 0 3 2 8 8 4 9 0 5 5

**Provide a brief description of the proposed changes.**

- p. 41 replace one photo with another showing the same content
- p. 71/R10 replace one photo with another showing the same content
- p. 76/R7 replace one photo with another showing the same content
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**Title**

| Vice President, Market General Manager, Texas |

**Date Signed**

| Jun 11, 2018 |
State Leaders
The governor is the leader of a state. The governor works with other state leaders, such as representatives or senators. The citizens in each state elect their state leaders. Some state leaders are appointed.

The governor and other state leaders make laws that everyone in the state must follow. They decide how to spend money for the state. They might decide to open a state park or build a new highway.

2. Main Idea and Details
   Underline two ways that state leaders are selected.

3. Work with a partner to name the governor and one other public official in your state.
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   **Underline** two ways that state leaders are selected.

3. Work with a partner to name the governor and one other public official in your state.
Special Skills

Doctors and nurses provide an important service. They help people stay healthy. They help people who are sick to get better.

Doctors and nurses need special skills to help people. A **skill** is knowing how to do something. Doctors need to know how to use special equipment to listen to people’s hearts. They also use equipment to look inside people’s ears and to weigh people.

Many doctors specialize in one area. To **specialize** means to do one kind of thing very well. We visit some doctors for problems with our eyes, and other doctors when we break a bone.

2. **Underline** a special skill above.
**Special Skills**

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2. **Underline** a special skill above.

I will know about services in my community.

**Vocabulary**

- skill
- specialize
How do we get the goods and services we need and want? We trade for them. **Trade** means to buy, sell, or exchange goods or services with someone else. Any place we trade for goods or services is called a market.

**Trading Goods**

When you go to the store, you probably use money to pay for the things you want. Long ago, people did not use money to buy things. They bartered goods to get what they needed. To **barter** is to trade goods or services without using money. Today, some people barter, but most people use money to buy what they need.

1. **Main Idea and Details**
   Underline a detail about trading goods.
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From: Carole Sandefer  Date: Jun 11, 2018

Publisher: Pearson Education, Inc., publishing as Scott Foresman

Subject Area: Social Studies

Grade Level(s) or Course(s): Grade 2 (Spanish)

Proclamation Year: 2015  Copyright Year: 2016

Does this update change content used to demonstrate TEKS or ELPS coverage? No

Program Title: Texas myWorld Social Studies: We Explore People and Places: en espanol

Program ISBN: 9 7 8 0 3 2 8 8 4 8 0 1 0

Component Title: Spanish Texas Student Edition

Component ISBN: 9 7 8 0 3 2 8 8 4 9 1 1 6

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Los líderes estatales

El **gobernador** es el líder de un estado. El gobernador trabaja con otros líderes estatales. Los ciudadanos de cada estado eligen a sus líderes estatales. En algunos estados los líderes se nominan.

El gobernador y otros líderes estatales crean leyes que deben seguir todos los habitantes del estado. Deciden cómo gastar el dinero del estado. Podrían decidir inaugurar un parque estatal o construir una nueva autopista.

2. **Idea principal y detalles**

   **Subraya** dos maneras de seleccionar a los líderes estatales.

3. **Di el nombre** del gobernador actual de Texas.
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Subraya dos maneras de seleccionar a los líderes estatales.

3. **Di el nombre** del gobernador actual de Texas.
Dibuja a alguien que ayuda a las personas en tu comunidad.

Destrezas especiales

Los médicos y las enfermeras proporcionan un servicio importante. Ayudan a las personas a mantenerse saludables. Ayudan a las personas enfermas a recuperarse.

Los médicos y las enfermeras necesitan destrezas especiales para ayudar a las personas. Una destreza es saber cómo hacer algo. Los médicos necesitan saber cómo usar equipos especiales para escuchar el corazón de las personas. También usan equipos para ver dentro de los oídos y para pesar personas.

Muchos médicos se especializan en un área. Especializarse quiere decir hacer muy bien un tipo de cosa. Consultamos a algunos médicos cuando tenemos problemas en los ojos y a otros cuando nos rompemos un hueso.

2. Subraya una destreza especial en el texto de arriba.
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2. Subraya una destreza especial en el texto de arriba.
¿Cómo obtenemos los bienes y los servicios que deseamos y que necesitamos? Los comerciamos. **Comerciar** quiere decir comprar, vender o intercambiar bienes o servicios con otra persona. Cualquier lugar donde se comercien bienes o servicios es un mercado.

**El comercio de bienes**

Cuando vas a la tienda, probablemente usas dinero para pagar las cosas que quieres comprar. Hace mucho tiempo, las personas no usaban dinero para comprar cosas. Hacían trueques para obtener lo que necesitaban. **Hacer un trueque** es comerciar bienes o servicios sin usar dinero. Hoy en día, algunas personas hacen trueques, pero la mayoría usa dinero para comprar lo que necesita.

1. **Idea principal y detalles**
   **Subraya** un detalle sobre el comercio de bienes.
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biografía Libro acerca de la vida de una persona. Jill leyó una biografía sobre Thomas Jefferson. SUSTANTIVO

ciudadano Miembro de una comunidad, un estado y un país (o nación). Yo soy ciudadano de los Estados Unidos. SUSTANTIVO

clima Tiempo que hace en un lugar durante un período largo. En la Florida, el clima es caluroso y húmedo. SUSTANTIVO

colonia Lugar gobernado por un país lejano. Cada colonia de América del Norte estaba gobernada por Inglaterra antes de ganar su independencia. SUSTANTIVO

colonos Persona que construye su hogar en un nuevo territorio. Los colonos europeos establecieron la plantación de Plymouth. SUSTANTIVO

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**cuento folklórico-destreza**

**cuento folklórico** Historia vieja que, al principio, se contaba en voz alta. Johnny Appleseed es un famoso cuento folklórico que cuentan muchas personas. SUSTANTIVO

**cultura** Modo de vida. En los Estados Unidos, es parte de nuestra cultura celebrar el Día de Acción de Gracias. SUSTANTIVO

**demanda** Cantidad de algo que quiere la gente. La demanda de computadoras nuevas es alta. SUSTANTIVO

**derecho** Algo que las personas pueden hacer libremente. Los ciudadanos tienen el derecho de votar. SUSTANTIVO

**derechos civiles** Derechos de las personas. César Chávez fue un héroe de los derechos civiles. SUSTANTIVO

**deseos** Cosas que nos gustaría tener, pero que no necesitamos para vivir. Los juguetes y las bicicletas son deseos. SUSTANTIVO

**destreza** Capacidad de hacer algo bien. Aprender a leer es una destreza importante. SUSTANTIVO
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Provide a brief description of the proposed changes.

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**Signature of Company Official**: Carole Sandefer

**Title**: Vice President, Market General Manager, Texas

**Date Signed**: Jun 11, 2018
Communities in Regions

Communities have been settled in all 50 states of the United States. Some states are located in the North, the South, the East, or the West. Some states are in the middle of our country, too! Different groups of states are located in different regions. A region is an area with common features that set it apart from other places.

Some states are located in regions where there are many mountains. The Rocky Mountains are some of the highest in the United States. People like to settle near the mountains because of some of the activities they can enjoy there. They can ski and sled in winter. In summer, they can go camping, hiking or mountain climbing.

Beach communities can be found in some regions along the shoreline, near the coasts. Some people settle there because they enjoy swimming or surfing. Others settle near the shoreline because of jobs they can do there. People can work in restaurants that serve the seafood from the ocean.

Some regions have communities located near mineral resources such as coal or iron. A mineral is a resource that does not come from an animal or a plant. Businesses that produce items made with minerals are located in these communities.
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5. **Summarize** Write two sentences summarizing what you learned about Spanish settlements in the Americas.

6. **Identify** reasons the Spanish formed communities in the present-day United States.

7. In this lesson you read about Spanish explorers during the sixteenth and seventeenth centuries. **Compare** a Spanish explorer from long ago to the present-day Hispanic hero Ellen Ochoa. **Describe** how their ideas have changed communities in the past and the present.
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Our Responsibilities

Voting is both a right and a responsibility of good citizens. A responsibility is a duty, or something that must be done. The study of the rights and duties of citizens is called civics. By voting in school elections, students help make decisions. When citizens are 18 years old, they can vote for community leaders, such as the mayor. They can also vote for state and national leaders, such as the governor or the president.

Good citizens have other responsibilities, too. For example, they should respect the rights and property of others. If you wait patiently at the water fountain, you are respecting the rights of others. If you give back a classmate’s pencil that you borrowed, you are respecting the property of others.

Good citizens have a responsibility to their community. Some citizens are volunteers. A volunteer improves the community and helps others. Volunteers work for no pay. They can work in soup kitchens, they can collect clothing for the homeless, or they can bring meals to people who are too sick to leave their homes. Volunteers can help clean up parks and sidewalks. They help because it is something they want to do.

3. Identify three ways to show good citizenship and serve the community.
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Signature of Company Official: Carole Sandefer
Title: Vice President, Market General Manager, Texas
Date Signed: Jun 11, 2018
Comunidades en regiones

Se han establecido comunidades en cada uno de los 50 estados de los Estados Unidos. Algunos estados están en el norte, en el sur, en el este o en el oeste. ¡También hay estados en el medio del país! Hay distintos grupos de estados en diferentes regiones. Una región es un área con características comunes que la distinguen de otros lugares.

Algunos estados están ubicados en regiones donde hay muchas montañas. Las montañas Rocosas son unas de las más altas de los Estados Unidos. A las personas les gusta establecerse cerca de las montañas por las actividades que pueden disfrutar allí. Pueden esquiar o andar en trineo en invierno. En verano, pueden ir de campamento, hacer caminatas o escalar montañas.

En algunas regiones, a lo largo de la línea costera, hay comunidades que tienen playas. Algunas personas se establecen allí porque les gusta nadar o practicar surf. Otros se establecen cerca de la costa por ciertos trabajos que pueden hacer allí. Se puede trabajar en restaurantes donde se preparan los mariscos recién salidos del mar.

Algunas regiones tienen comunidades ubicadas cerca de recursos minerales, como el carbón o el hierro. Un mineral es un recurso que no proviene de un animal ni de una planta. Las empresas que producen artículos hechos con minerales están ubicadas en estas comunidades.
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5. **Resumir** Escribe dos oraciones que resumen lo que aprendiste sobre los asentamientos españoles en las Américas.

6. **Identifica** por qué los españoles formaron comunidades para cubrir sus necesidades de seguridad y protección en el actual territorio de los Estados Unidos.

7. En esta lección leíste acerca de los exploradores españoles de los siglos XVI y XVII. **Compara** un explorador español del pasado con Ellen Ochoa, una heroína hispana de la actualidad. **Describe** cómo sus ideas cambiaron a las comunidades en el pasado y en el presente.
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**Nuestras responsabilidades**

Votar es tanto un derecho como una responsabilidad de los buenos ciudadanos. Una responsabilidad es un deber, es decir, algo que debe hacerse. El estudio de los derechos y los deberes de los ciudadanos se llama civismo. Al votar en las elecciones escolares, los estudiantes ayudan a tomar decisiones. Cuando los ciudadanos tienen 18 años, pueden votar para elegir a los líderes de la comunidad, como el alcalde. También pueden votar por líderes estatales y nacionales, como el gobernador o el presidente.

Los buenos ciudadanos también tienen otras responsabilidades. Por ejemplo, deben respetar los derechos y la propiedad de los demás. Si esperas tu turno con paciencia en el bebedero, estás respetando los derechos de los demás. Si le devuelves a un compañero de clase el lápiz que te prestó, estás respetando la propiedad de los demás.

Los buenos ciudadanos tienen una responsabilidad con su comunidad. Algunos ciudadanos son voluntarios. Un **voluntario** mejora la comunidad y ayuda a otras personas. Los voluntarios no reciben dinero por su trabajo. Pueden trabajar en comedores comunitarios, recolectar ropa para los desamparados o llevar comida a personas que están muy enfermas y no pueden salir de su casa. A veces, los voluntarios ayudan a limpiar los parques y las aceras. Ayudan porque quieren hacerlo.

**3. **Identifica tres maneras de ser un buen ciudadano y servir a la comunidad.

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### Update Request
Side-By-Side Comparison

**From:** Carole Sandefer  
**Date:** Jun 11, 2018

**Publisher:** Pearson Education, Inc., publishing as Scott Foresman  
**Subject Area:** Social Studies  
**Grade Level(s) or Course(s):** Grade 5  
**Proclamation Year:** 2015  
**Copyright Year:** 2016  
**Program Title:** myWorld Social Studies: Building Our Nation, Texas  
**Program ISBN:** 9780328847983  
**Component Title:** TX Student Edition  
**Component ISBN:** 9780328849086

**Does this update change content used to demonstrate TEKS or ELPS coverage?** No

**Provide a brief description of the proposed changes.**

- p. 93 replace one photo with another showing same content
- p. 225 replace one photo with another showing same content
- p. 599 replace one photo with another showing same content
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Date Signed: Jun 11, 2018
Gold and ivory were not the only items being traded in Africa. The Portuguese also took part in the **slave trade**. Slave traders bought and sold humans as property. While other countries also captured and enslaved small numbers of Africans, the Portuguese made slave trade an important business activity. As a result, the African slave trade grew. This cruel practice would continue for many centuries and expand to European colonies across the Atlantic Ocean.

6. Fill in the boxes with details about Portuguese exploration.

### Facts About Portuguese Exploration

**What made Portugal a good place for sea exploration?**
- 
- 

**Why did Prince Henry open his school?**
- to learn about the world
- to gain wealth through trade
- to spread his religion
- to improve sea travel

**What were the main accomplishments of Henry’s voyages?**
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The Declaration established the idea that the United States government would be based on the ideas of freedom, equality, and protecting people’s rights. The story of American history ever since 1776 has, in many ways, been the story of how the promise of the Declaration of Independence has shaped our nation.

7. This is a replica of the printing press used to print copies of the Declaration of Independence. Riders carried copies to people in distant colonies. Identify how people share important documents today.

8. **Summarize** In your own words, identify the main purpose of the Declaration of Independence.

9. 😎 You have just heard the Declaration of Independence read aloud in your town. Write a journal entry **describing** whether you agree with the ideas in it.

10. **Describe** why you think Independence Day is sometimes called “America’s Birthday.”
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Many Allied countries limited the number of Jewish immigrants they would accept. In time, however, the United States and other nations changed policies. Public pressure also built to let surviving Jews move to their historic homeland in the Middle East. In 1947, the United Nations voted to establish the Jewish state of Israel there.

Many Holocaust survivors settled in Israel, the United States, and elsewhere. Wherever they went, they made sure that people understood the Holocaust’s lesson that good people must act against hatred. Today, memorials to Holocaust victims exist worldwide. They all make the same point: Nothing like the Holocaust should happen again.

3. This is the Holocaust Memorial in Miami Beach, Florida. Explain why memorials to the Holocaust are important.

4. Generalize Explain why the Nazis in Germany established a policy of anti-Semitism.

5. You are a non-Jewish friend of Anne Frank. Identify one reason you might help her hide from the Nazis. Identify one reason you might not.

   a. Might
   b. Might not

6. Make an inference as to why you think other countries would not accept Jews who were trying to flee Nazi Germany.
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Grade Level(s) or Course(s) | Grade 5 (Spanish)  
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Does this update change content used to demonstrate TEKS or ELPS coverage? | No  
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Program ISBN | 9 7 8 0 3 2 8 8 4 8 0 4 1  
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**Signature of Company Official**

Carole Sandefer

**Title**

Vice President, Market General Manager, Texas

**Date Signed**

Jun 11, 2018
El oro y el marfil no eran los únicos artículos que se comerciaban en África. Los portugueses también participaron en el **comercio de esclavos**. Los comerciantes de esclavos compraban y vendían seres humanos como bienes. Si bien otros países también capturaban y esclavizaban africanos en pequeñas cantidades, los portugueses hicieron del comercio de esclavos una actividad comercial importante. Como resultado, el comercio de esclavos africanos creció. Esta cruel actividad continuaría durante muchos siglos y se extendería a las colonias europeas del otro lado del Atlántico.

6. Compléta los recuadros con detalles sobre la exploración portuguesa.

**Hechos sobre la exploración portuguesa**

¿Por qué era Portugal un buen lugar para la exploración marítima?
- 
- 

¿Por qué el príncipe Enrique abrió su escuela?
- para aprender sobre el mundo
- para enriquecerse mediante el comercio
- para difundir su religión
- para mejorar la navegación marítima

¿Cuáles fueron los principales logros de los viajes de Enrique?
- 
-
5. Rotula detalles en la pintura de la escuela del príncipe Enrique que muestren que es una escuela de navegación.

El oro y el marfil no eran los únicos artículos que se comerciaban en África. Los portugueses también participaron en el comercio de esclavos. Los comerciantes de esclavos compraban y vendían seres humanos como bienes. Si bien otros países también capturaban y esclavizaban africanos en pequeñas cantidades, los portugueses hicieron del comercio de esclavos una actividad comercial importante. Como resultado, el comercio de esclavos africanos creció. Esta cruel actividad continuaría durante muchos siglos y se extendería a las colonias europeas del otro lado del Atlántico.

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La Declaración estableció la idea de que el gobierno de los Estados Unidos se basaría en las ideas de libertad, igualdad y protección de los derechos de las personas. A partir de 1776, la historia de los Estados Unidos ha sido, en muchos sentidos, la historia de cómo la promesa de la Declaración de Independencia ha dado forma a nuestra nación.

7. Esta es una réplica de la imprenta que se usó para imprimir copias de la Declaración de Independencia. Hubo jinetes que repartieron copias en las colonias lejanas. **Identifica** cómo se dan a conocer los documentos importantes en la actualidad.

8. **Resumir** En tus propias palabras, identifica el principal propósito de la Declaración de Independencia.

9. Acabas de escuchar la Declaración de Independencia mientras la leían en voz alta en tu ciudad. Escribe una anotación de diario que **describa** si estás de acuerdo con las ideas que contiene la Declaración.

10. **Describe** por qué piensas que al Día de la Independencia se le llama a veces el “Cumpleaños de los Estados Unidos”.
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Muchos países aliados limitaron el número de inmigrantes judíos que aceptarían. Sin embargo, con el tiempo, los Estados Unidos y otras naciones cambiaron sus políticas. También se generó una presión pública para permitir que los judíos sobrevivientes pudieran irse a su patria histórica en Oriente Medio. En 1947, las Naciones Unidas votaron por establecer allí el estado judío de Israel.

Muchos sobrevivientes del Holocausto se mudaron a Israel, a los Estados Unidos y a otros países. En todos los lugares a los que fueron, se aseguraron de que las personas comprendieran la lección que dejó el Holocausto: las personas buenas deben actuar contra el odio. En la actualidad, hay monumentos a las víctimas del Holocausto en todo el mundo. Todos representan lo mismo: nunca debe volver a ocurrir algo como el Holocausto.

3. Este es el Monumento al Holocausto en Miami Beach, Florida. Explica por qué los monumentos al Holocausto son importantes.

4. Generalizar Explica por qué los nazis en Alemania establecieron una política de antisemitismo.

5. Eres un amigo de Ana Frank y no eres judío. Identifica una razón por la cual la ayudarías a ocultarse de los nazis. Identifica una razón por la que no lo harías.

   a. Sí
   a. No

6. Haz una inferencia en cuanto a por qué crees que otros países no querían aceptar a los judíos que trataban de escapar de Alemania.
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Please complete all required fields, and submit the form by clicking the Submit by Email button. Send the electronic sample and correlations, if required, to review.adoptions@tea.texas.gov.

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Provide a brief description of the proposed changes.

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Add Row (+)

Remove Row (-)

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Digitally signed by Carole Sandefer
Date: 2018.06.11 12:01:22 -05'00'
A globe is a model of Earth.
It shows land and water.
What do globes show?

A globe is a model of Earth. It shows land and water.

Teaching Note: If available, display a globe. Explain that it is a tool that helps us determine the location of places. Have children examine it. Ask: How is a globe a model of Earth? Discuss the globe’s shape and what it shows. Explain what colors on the globe represent. Have children point to land and bodies of water on the globe.

Texas Essential Knowledge and Skills

4.C Identify tools that aid in determining location, including maps and globes.
5.A Identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather.
14.B Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts.
15.B Create and interpret visuals, including pictures and maps.

Go online to access your interactive digital lesson.
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Image Replacement:

p. 14 replace one photo with another showing the same content.
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Digitally signed by Carole Sandefer
Date: 2018.06.11 11:47:55 -05'00'
What makes a good citizen?

Tell how these children are good citizens.

Teaching Note: Read the prompt aloud. Discuss different ways people can demonstrate good citizenship. Talk about how the people in the photos are good citizens. Then have children tell an additional example of how they can be good citizens.

Texas Essential Knowledge and Skills

14.B Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts.

15.A Express ideas orally based on knowledge and experiences.
What makes a good citizen?

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Digitally signed by Carole Sandefer
Date: 2018.06.11 12:52:32 -05'00'
¿Cuáles son las cualidades de un buen ciudadano?

Di por qué estos niños son buenos ciudadanos.

Nota para la enseñanza: Lea las instrucciones en voz alta. Comente distintas formas en las que las personas pueden demostrar que son buenos ciudadanos. Hable sobre por qué las personas de las fotos son buenos ciudadanos. Luego pida otro ejemplo a los niños de cómo pueden ser buenos ciudadanos.
¿Cuáles son las cualidades de un buen ciudadano?

Di por qué estos niños son buenos ciudadanos.

Nota para la enseñanza: Lea las instrucciones en voz alta. Comente distintas maneras en que las personas pueden demostrar que son buenos ciudadanos. Hable sobre por qué las personas de las fotos son buenos ciudadanos. Luego pida otro ejemplo a los niños de cómo pueden ser buenos ciudadanos.
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Date: 2018.06.11 13:02:07 -05'00'

Title: Vice President, Market General Manager, Texas

Date Signed: Jun 11, 2018
¿Qué muestran los globos terráqueos?

Un globo terráqueo es un modelo de la Tierra. Muestra la tierra y el agua.

Nota para la enseñanza: Si tiene un globo terráqueo, exhíbalo. Explique que es un recurso que nos ayuda a determinar la ubicación de los lugares. Deje que los niños lo examinen.

Pregunta: ¿Por qué un globo terráqueo es un modelo de la Tierra? Comenten su forma y lo que muestra. Explíquen lo que representan los colores. Pídale que señalen la tierra y las masas de agua.
¿Qué muestran los globos terráqueos?

Un globo terráqueo es un modelo de la Tierra. Muestra la tierra y el agua.

Nota para la enseñanza: Si tiene un globo terráqueo, exhibálo. Explique que es un recurso que nos ayuda a determinar la ubicación de los lugares. Deje que los niños lo examinen.

Pregunte: ¿Por qué un globo terráqueo es un modelo de la Tierra? Comenten su forma y lo que muestra. Explique qué representan los colores. Pídale que señalen la tierra y las masas de agua.