

2nd Grade Social Studies Overview 2025 - 2026

This document is designed provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, unit overviews, big ideas, essential questions, concepts for each unit, and the S.S. Instructional Model.

Definitions

Overview– The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Process Standards – The process standards describe ways in which students are expected to engage in the content. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use knowledge learned efficiently and effectively in daily life.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Big Ideas and Essential Questions – Big ideas create connections in learning. They anchor all the smaller isolated, facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.


Concept – A subtopic of the main topic of the unit

Instructional Model – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

Parent Supports

The following resources provide parents with ideas to support students’ understanding. **All resources are available through 1Link on the Fort Bend ISD website.**

Resource	Description
Google Earth	This site allows students to view 3D representations of the Earth. Students can view satellite images and aerial photographs of various cities and landscapes from different angles.
Britannica School	This is an information resource for elementary students. It has encyclopedia articles, multimedia, primary sources, games, and other learning resources that support student learning.
World Book Online	World Book contains thousands of informational articles with illustrations, videos, interactive maps, and activities.
Learn 360	This online resource provides access to a wide variety of videos to help in learning more about social studies concepts.

Pebble Go	This resource provides access to books for reading and learning more about concepts in the social studies content.	
<p>Instructional Model</p>  <p>This model is an inquiry-based approach to learning Social Studies with a focus on critical thinking skills. Students start with a thought-provoking question, which frames the lesson and flows throughout. After students make predictions based on the question, students will gather and interpret information to build his/her understanding of the standard(s) addressed by the question. Next, students will communicate the knowledge gained and demonstrate understanding by engaging in communication and application skills. Finally, students will reflect and assess their understanding.</p>		
<p>Process Standards</p> <p>2.15A identify and state facts based on relevant evidence;*</p> <p>2.15B identify different kinds of historical sources and artifacts and explain how they can be used to study the past;*</p> <p>2.15C gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts;</p> <p>2.15D interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting.</p> <p>2.16A describe the order of events by using designations of time periods such as historical and present times;</p> <p>2.16B apply vocabulary related to chronology, including past, present, and future;</p> <p>2.16C create and interpret timelines for events in the past and present;</p> <p>2.16D use social studies terminology correctly;</p> <p>2.16E communicate information visually, orally, or in writing based on knowledge and experiences in social studies;*</p> <p>2.16F create written and visual material such as stories, maps, and graphic organizers to express ideas;</p> <p>2.16G apply and practice classroom rules and procedures for listening and responding respectfully.*</p> <p>2.17A use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community;</p> <p>2.17B use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p> <p style="text-align: right;"><i>*State Standards that were added starting in the 2024-2025 School Year</i></p>		

Grading Period 1		
Unit 1: Citizenship		
Estimated Date Range: 8/12 – 9/15 Estimated Time Frame: 24		
Assessments		
State/National Assessments	District Assessments	Common Formative Assessments (CFAs)
N/A	NWEA MAP Reading Fluency BOY (8/27-8/29) NWEA MAP Growth Reading BOY (9/3) NWEA MAP Growth Math BOY (9/9)	N/A
Unit Overview:		
<p>This unit is important because students will learn about what it takes to be a good citizen. In the 1st concept, students will learn about 8 different characteristics of being a good citizen. In the 2nd concept, students will learn about historical figures who exemplified good citizenship, and students will apply characteristics of good citizenship from the 1st concept to various historical figures. In the 3rd concept, students will explore various symbols, customs, and celebrations. Students will build on their knowledge from this unit next year when they learn about civic responsibilities.</p>		
Big Ideas:		
<ul style="list-style-type: none">• Good citizens take action to improve their communities.• Good citizens from the past can help us make better choices in our own lives.• Our customs, symbols, and celebrations reflect American values.		
Essential Questions		
<ul style="list-style-type: none">• How can people make their communities better?• What can we learn from good citizens in the past?• What are customs, symbols, and celebrations important to our country?		
Concepts within Unit #1		TEKS
		Link to TEKS
Concept #1: Characteristics of Good Citizenship		2.10A, 2.10C, 2.11A, 2.11C
Concept #2: Historical Figures as Good Citizens		2.10B, 2.10C
Concept #3: Customs, Symbols and Celebrations		2.1A, 2.10C, 2.11B, 2.11C, 2.11D
Unit 2: Government		
Estimated Date Range: 9/16 – 10/10 Estimated Time Frame: 18		
Assessments		
State/National Assessments	District Assessments	Common Formative Assessments (CFAs)
N/A	N/A	N/A
Unit Overview:		
<p>This unit is important because it is the first time students are exposed to governmental services and important public officials. In the first concept, students will learn about governmental services and how they government pays for those services through taxes. As part of this, students will also learn that the function of government is to establish order, provide security, and manage conflict. In the 2nd concept, students will learn about public officials. They will name important public officials like the mayor, governor, and president, and then they will compare their roles. Students will build on this unit in 3rd grade where they will learn about the structure of government.</p>		
Big Ideas:		

<ul style="list-style-type: none"> Governments charge taxes in order to provide services, to keep order, and to keep us secure. We elect public officials at the local, state, and national levels of government. 		
Essential Questions <ul style="list-style-type: none"> How does government work? Who is in charge of our government? 		
Concepts within Unit # 2		TEKS Link to TEKS
Concept #1: Purpose of Government		2.8A, 2.8B
Concept #2: Public Officials		2.1B, 2.9A, 2.9B, 2.9C, 2.9D
Grading Period 2		
Unit 3: Geography: Map Skills Estimated Date Range: 10/21– 11/21 Estimated Time Frame: 24		
State/National Assessments N/A	Assessments District Assessments N/A	Common Formative Assessments (CFAs) N/A
Unit Overview: This unit is important because it is the first time students will be introduced to the geography of the world. To build up to that, they will first learn about places in our community. In that concept, they will create maps showing routes in their community. Then, they will incorporate map skills into the different places in our state and country. They will use maps and globes to locate places in our state and country. Then, students will learn the continents and oceans as well as the difference between continent and countries. Throughout the unit, students will focus on interpreting maps by using the title, compass rose, and legend. These are all important skills that will be relevant to social studies education in grades 3 – 12.		
Big Ideas: <ul style="list-style-type: none"> Maps show routes and include a title, compass rose, and legend with symbols to represent real-life places. Being curious and knowledgeable about places in our country is an important part of being a good citizen. The world is made up of 7 unique continents with various animals, landmarks, and physical features. 		
Essential Questions <ul style="list-style-type: none"> How can I make a map of a place? Why should you have knowledge of places in our country? How is the world diverse? 		
Concepts within Unit # 3		TEKS Link to TEKS
Concept #1: Places in our Community		2.3A, 2.3B
Concept #2: Places in our State and Country		2.3A, 2.4B
Concept #3: Places in our World		2.1A, 2.3A, 2.4A
Unit 4: Culture Estimated Date Range: 12/1 - 12/19 Estimated Time Frame: 15		
State/National Assessments N/A	Assessments District Assessments	Common Formative Assessments (CFAs)

	Social Studies DLA 1 (12/8 – 12/19)	N/A
Unit Overview: In this unit, students will learn about their local cultural celebrations. Students will identify the significance of various ethnic and/or cultural celebrations and compare those various celebrations. Students will also incorporate places in the world from the geography unit while comparing cultural celebrations.		
Big Ideas: <ul style="list-style-type: none"> Culture is shared through celebrations. 		
Essential Questions <ul style="list-style-type: none"> How is culture shared? 		
Concepts within Unit # 4	TEKS Link to TEKS	
Concept #1: Cultural Celebrations	2.3A, 2.4A, 2.12A, 2.12B	

Grading Period 3		
Unit 5: Geography: Physical Environment		
Estimated Date Range: 1/8 – 2/4 Estimated Time Frame: 19		
State/National Assessments	Assessments District Assessments	Common Formative Assessments (CFAs)
N/A	NWEA MAP Reading Fluency MOY (1/14-1/16) NWEA MAP Growth Reading MOY (1/21) NWEA MAP Growth Math MOY (1/27)	N/A
Unit Overview: This unit is important because students will learn how humans impact their environment. Students will learn about ways humans modify the environment and consequences as a result of such modifications. Then, students will learn about ways people can conserve and replenish Earth's resources. This unit will form the foundation for further study in 3 rd grade in beyond about ways humans interact with the environment. Big Ideas: <ul style="list-style-type: none"> Modifications to the environment help us meet our needs, but they also can harm the environment. People can help the environment by conserving and replenishing natural resources. Essential Questions <ul style="list-style-type: none"> What are the consequences of humans changing the environment? How can people help the environment? 		
Concepts within Unit # 5		TEKS Link to TEKS
Concept #1: Modifying the Environment		2.5A, 2.5B
Concept #2: Conservation		2.5B, 2.5C
Unit 6: History		
Estimated Date Range: 2/5 – 3/13 Estimated Time Frame: 24		
State/National Assessments	Assessments District Assessments	Common Formative Assessments (CFAs)
TELPAS (2/16-3/27)	N/A	N/A
Unit Overview: In this unit, students will focus on skills to learn about the past such as primary resources and timelines. As part of this concept, students will explain how people and events have influenced their local community. In the 2 nd concept, students will learn about the contributions of historical figures such as Thurgood Marshall and Irma Rangel. In the last concept, students will learn about the significance of community, state, and national landmarks. Students will build on the knowledge and skills from this unit during the last unit on science and technology. Big Ideas: <ul style="list-style-type: none"> People and events in the past have shaped our community today. Historical figures often demonstrated many of the same characteristics that are part of our Profile of a Graduate. 		

- Landmarks celebrate and remind us of important people and events from our past.

Essential Questions

- How has the past influenced the present?
- What characteristics are important in the historical figures who have influenced our state and nation?
- Why do we honor people and events with monuments?

Concepts within Unit # 6	TEKS Link to TEKS
Concept #1: Local History	2.1A, 2.3A, 2.3B, 2.2D
Concept #2: Historical Figures	2.2A
Concept #3: Historical Significance of Landmarks	2.1A, 2.3A, 2.4B, 2.11D

Grading Period 4

Unit 7: Science, Technology, and Society

Estimated Date Range: 3/23 – 4/17

Estimated Time Frame: 19

State/National Assessments TELPAS (2/16-3/27)	Assessments District Assessments N/A	Common Formative Assessments (CFAs) N/A
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Unit Overview:

This unit is important because it helps students understand the effects of science and technology, past and present. First, students will compare technology now and in the past. Students will look at examples in the home, school, communication, and transportation to determine changes as a result of technology. The 2nd concept focuses on how science and technology helps us meet our needs. This unit will form a strong foundation for 3rd grade where students will go more in depth to technological advancements and scientific breakthroughs.

Big Ideas:

- Technology changes recreation activities and the way we communicate and travel.
- Science and technology change the way people meet basic needs.

Essential Questions

- What does technology change?
- What impact have inventors and scientists had on our lives?

Concepts within Unit # 7	TEKS Link to TEKS
Concept #1: Technology Creates Change	2.13A, 2.14
Concept #2: Science and Technology Help Meet our Needs	2.13A, 2.13B, 2.14

Unit 8: Economics

Estimated Date Range: 4/20 - 5/28

Estimated Time Frame: 28

State/National Assessments N/A	Assessments District Assessments NWEA MAP Reading Fluency EOY (4/29-5/1) NWEA MAP Growth Reading EOY (5/5) NWEA MAP Growth Math EOY (5/12) Social Studies DLA 2 (5/11 – 5/22)	Common Formative Assessments (CFAs) N/A
<p>Unit Overview:</p> <p>This unit is important because it introduces students to the free enterprise system and gives better context to the choices we have in this country. Students will first learn about various economic terms like goods, services, producers, and consumers. Then, they will follow the path of various natural resources to a completed good. In the 2nd concept, they will learn about the value of work by focusing on how work provides income, which, in turn, requires the responsibility to budget their money. In the last concept, students will review key concepts associated with every unit throughout the year. The review will center around how all strands of social studies covered during the school year are important because the knowledge and skills gained are relevant to their lives. Students will build on this knowledge in 3rd grade where they will go much more in depth to how a business works.</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> • There are many steps in the development of a natural resource to a finished product. • People make choices on how to save and spend their money and where to live and work. • Social Studies is important because it is relevant to our lives. <p>Essential Questions</p> <ul style="list-style-type: none"> • How do we get the goods and services we use? • What choices do we make in our country? • Why is social studies important? 		
Concepts within Unit #8		TEKS Link to TEKS
Concept #1: Producers and Consumers		2.6B, 2.7A, 2.7B, 2.7C
Concept #2: Value of Work		2.6A, 2.6B
Concept #3: Year in Review		2.2B, 2.3A, 2.5B, 2.6B, 2.7D, 2.10D, 2.12A, 2.13A