

## 2<sup>nd</sup> Grade Social Studies Overview 2024 - 2025

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.

Included at the end of this document, you will find:

- A [glossary](#) of curriculum components
- The content area [instructional model](#)
- [Parent resources](#) for this content area

To advance to a particular grading period, click on a link below.

- [Grading Period 1](#)
- [Grading Period 2](#)
- [Grading Period 3](#)
- [Grading Period 4](#)

### Process Standards

This resource offers learning a variety of animated videos for leaning social studies content as well as activities and games students can use to learn in a fun way.

2.15A gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts;

2.15B interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting.

2.16A describe the order of events by using designations of time periods such as historical and present times;

2.16B apply vocabulary related to chronology, including past, present, and future;

2.16C create and interpret timelines for events in the past and present;

2.16D use social studies terminology correctly;

2.16E express ideas orally based on knowledge and experiences;

2.16F create written and visual material such as stories, maps, and graphic organizers to express ideas.

2.17 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.

### Grading Period 1

#### Unit 1: Citizenship

Estimated Date Range: 8/8 – 9/13

Estimated Time Frame: 26



**Unit 2: Government**  
 Estimated Date Range: 9/16 – 10/18  
 Estimated Time Frame: 19 (16 days in GP1 and 3 days in GP2)

**Unit Overview:**

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 2<sup>nd</sup> 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 3<sup>rd</sup> grade where they will learn about the structure of government.

**At Home Connections:**

- Visit the library with your child and pick out a book about one of the public officials they would like to learn more about- mayor, governor, or president. Have them read their book and share what they learned.
- Discuss how the government provides security and/or manages conflict. Have your child draw pictures of examples of these. When you are out, have them point out any of these they may see in public.

Concepts within Unit # 2 <a href="#">Link to TEKS</a>	Competencies that will be graded in this unit	Success Criteria for this unit
Concept #1: Purpose of Government 2.11A, 2.11B, 2.11C  Concept #2: Public officials 2.12A, 2.12B, 2.12C, 2.12D, 2.18E	Competency 2: Government           Competency 9: Critical Thinking Skills	<b>Success Criteria for this unit</b> <ul style="list-style-type: none"> <li>• Identify purposes of government: establishing order, providing security, and managing conflict</li> <li>• Identify government services and their value to the community: police protection, fire protection, libraries, schools, and parks</li> <li>• Describe ways government tax citizens</li> <li>• Identify and state facts about laws and public officials</li> <li>• Gather information from pictures and symbols about laws in our community</li> <li>• Interpret visual material about laws in our community</li> <li>• Categorize different types of laws and public officials</li> <li>• Communicate in writing based on knowledge and experiences the purpose of government</li> </ul>

**Grading Period 2**

**Unit 3: Geography: Map Skills**  
 Estimated Date Range: 10/21 – 11/22  
 Estimated Time Frame: 23





## Grading Period 3

### Unit 5: Geography: Physical Environment

Estimated Date Range: 1/9 – 1/31

Estimated Time Frame: 16

**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<sup>rd</sup> grade in beyond about ways humans interact with the environment.

**At Home Connections:**

- As you take a walk around your neighborhood, discuss how the houses came to be there and ask your child what they think once was there? Discuss what had to be done to create the neighborhood you live in. You can also discuss the consequences of building the houses such as cutting down trees or animals had to find different homes, etc.
- You can work with your child to conserve certain things at home such as plastics and papers. You can have them separate the items before they are put out for collection.

Concepts within Unit # 5 <a href="#">Link to TEKS</a>	Competencies that will be graded in this unit	Success Criteria for this unit
Concept #1: Modifying the Environment 2.5A, 2.5B  Concept #2: Conservation 2.5B, 2.5C	Competency 5: Geography-Physical and Human Characteristics          Competency 9: Critical Thinking Skills	<ul style="list-style-type: none"> <li>• Identify landforms</li> <li>• Identify bodies of water</li> <li>• Identify the seven continents</li> <li>• Identify the four oceans</li> <li>• Identify ways in which people modify the physical environment</li> <li>• Identify consequences of human modification of the physical environment</li> <li>• Identify ways people conserve Earth’s resources</li> <li>• Identify ways people replenish Earth’s resources</li> </ul> <ul style="list-style-type: none"> <li>• Use terminology related to physical geography correctly</li> <li>• Gather information about landforms from various pictures</li> <li>• Categorize different types of landforms and bodies of water</li> <li>• Communication information about how geography influences our lives based on knowledge and experiences</li> </ul>



		<ul style="list-style-type: none"> <li>Communicate information about how they influenced our state or nation</li> </ul>
--	--	---

### Grading Period 4

#### Unit 7: Science, Technology, and Society

Estimated Date Range: 3/17 – 4/15

Estimated Time Frame: 18

#### Unit Overview:

This unit is important because it helps students understand the effects of science and technology, past and present. First students will learn and compare technology now and in the past. Students will look at examples of communication and transportation in the home and school. A focus of science and technology is on how they help us meet our needs. This unit will form a strong foundation for 3<sup>rd</sup> grade where students will go more in depth to technological advancements and scientific breakthroughs.

#### At Home Connections:

- As you are driving with your child, have them point out the different types of transportation they see such as cars, buses, taxis, and/or semi-trucks or planes. You can discuss what it might be like if we did not have some or all of these types of transportation. You can do the same thing for communication. Think about the computer with email, our cell phones, home phones, and post office service. Have them imagine what it would be like without these types of communications and think about how often these are used each day.

<b>Concepts within Unit # 7</b> <a href="#">Link to TEKS</a>	<b>Competencies that will be graded in this unit</b>	<b>Success Criteria for this unit</b>
Concept #1: Technology Creates Change 2.13A, 2.14  Concept #2: Science and Technology Help Meet our Needs 2.13A, 2.13B, 2.14	Competency 7: Science and Technology          Competency 9: Critical Thinking Skills	<ul style="list-style-type: none"> <li>Describe how science and technology change communication</li> <li>Describe how science and technology change transportation</li> <li>Describe how science and technology change recreation</li> <li>Explain how science change the way people meet their needs</li> <li>Explain how technology change the way people meet their needs</li> <li>Identify individuals who showed individualism and inventiveness</li> <li>State facts about how technology has changed</li> </ul>



		<ul style="list-style-type: none"> <li>• Gather information about technology from a variety of sources</li> <li>• Interpret visual and written information about how technology has changed</li> <li>• Sequence important events of technological changes</li> <li>• Communicate information about how science and technology helps meet our needs</li> </ul>
--	--	---

**Unit 8: Economics**  
Estimated Date Range: 4/16 - 5/29  
Estimated Time Frame: 29

**Unit Overview:**

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 2<sup>nd</sup> 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 3<sup>rd</sup> grade where Economics is the largest percentage of their standard and where they will go much more in depth to how a business works.

**At Home Connections:**

- When out at the grocery store or place to shop, you could discuss the different words with your child by asking them to identify if things are a good or service, producer and consumer. Ask your child what they liked most about in their social studies classroom this year. Have them tell you about it and explain why they liked it the most.

<b>Concepts within Unit #8</b> <a href="#">Link to TEKS</a>	<b>Competencies that will be graded in this unit</b>	<b>Success Criteria for this unit</b>
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 2.1A, 2.3A, 2.5B, 2.6B, 2.7D, 2.8B, 2.10D, 2.12A, 2.13A	Competency 8: Economics          Competency 9: Critical Thinking Skills	<ul style="list-style-type: none"> <li>• Explain how people have to choose between earning spending and saving money</li> <li>• Explain the difference between producing and consuming</li> <li>• Identify a consume</li> <li>• Identify a producer</li> <li>• Trace the development of a product from a natural resource to a finished product</li> <li>• Use economic terminology such as goods, services, producers, and consumers correctly</li> </ul>

		<ul style="list-style-type: none"> <li>• Gather and interpret visual sources of information related to economic terms</li> <li>• Categorize different types of goods and services and producers and consumers</li> <li>• Communicate the value of work based on knowledge and experience</li> </ul>
--	--	---

**Glossary of Curriculum Components**

**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.

**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.

**Competency**—Standards-Based Grading communicates students’ understanding of the Texas Essentials Knowledge and Skills (TEKS). Using the TEKS, teachers developed grade-level competencies to communicate student progress in the Standards-Based gradebook. The competencies are the same for each grade-level content area (i.e. 1st grade math) across the district. Teachers report students’ progress on the competencies using learning progressions.

**Competency Success Criteria**—the criteria that must be demonstrated to determine proficiency with this competency in this concept

**Learning Progression**—A learning progression is comprised of three proficiency levels (developing, progressing, proficient). Each proficiency level in the progression defines the knowledge and skills that students will master on their pathway to proficiency. Teachers will report student’s current level of understanding of the competencies using the Learning Progressions.

**Proficient**—A mark of Proficient (PF) means the student meets the grade-level expectations for the competency.

**Parent Resources**

The following resources provide parents with ideas to support students’ understanding. For sites that are password protected, your child will receive log-in information through their campus.

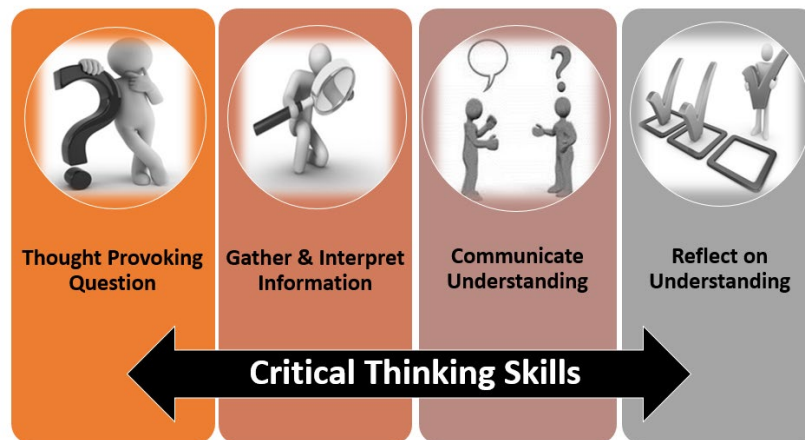
Resource	Description
Google Earth	This site allows students to view 3D representations of the Earth. Students can view satellite images and aerial photographs of various cities and landscapes from different angles.

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.

All Resources are available through 1Link through the Fort Bend ISD website.

### Instructional Model

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



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.