# 2nd Grade Social Studies Overview 2019 - 2020

This document is designed to 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. For sites that are password protected, your child will receive log-in information through their campus.

- [Pearson Realize](#) – click on the link for directions on accessing the textbook
- [Pebble Go](#)
- [Brainpop Jr.](#)
- [Discovery Education](#)
- [Britannica School](#)
- [Ebsco Host](#)
- [Maps 101](#)
- [World Book](#)
- [National Geographic Kids](#)
Instructional Model

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.

Process Standards

2.18A obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music
2.18B obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts
2.18C use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate information
2.18D sequence and categorize information
2.18E interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting
2.19A express ideas orally based on knowledge and experiences
2.19B create written and visual material such as stories, poems, maps, and graphic organizers to express ideas
2.20A use a problem-solving process 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
2.20B use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision

Grading Period 1

Unit 1: Citizenship
Estimated Date Range: 8/14-9/18
Estimated Time Frame: 25
Unit Overview:

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. Students will read scenarios and perform a skit to demonstrate their understanding of good citizenship. In the 2nd concept, students will learn about historical figures who exemplified good citizenship, and the focus will be on what they can learn from those people to apply to their own life. In the 3rd concept, students will explore various symbols, customs, and celebrations and conclude what they represent about our lives. Students will be able to transfer their knowledge they learned in this unit and apply it to their everyday lives.

Big Ideas:
- 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
- How can people make their communities better?
- What can we learn from good citizens in the past?
- What do our customs, symbols, and celebrations represent?

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<tr>
<td>Concept #2: Historical Figures as Good Citizens</td>
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<tr>
<td>Concept #3: Customs, Symbols and Celebrations</td>
<td>2.1A, 2.1B, 2.14A, 2.14B, 2.14C, 2.14D, 2.18E</td>
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Unit 2: Government

Estimated Date Range: 9/19-10/18
Estimated Time Frame: 19 (15 days in 1st grading period)

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 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.

Big Ideas:
- 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
- How does government work?
- Who is in charge of our government?

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<td>Concept #1: Purpose of Government</td>
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<td>Concept #2: Public officials</td>
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Unit 3: History
Estimated Date Range: 10/21-11/22
Estimated Time Frame: 25

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 2nd 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 national celebrations such as Veterans Day and Thanksgiving.

Big Ideas:
- People and events in the past have shaped our communities today.
- Historical figures often demonstrated many of the same characteristics that are part of our Profile of a Graduate.
- Landmarks and celebrations remind us of important people and events from our past.

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

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<th>Concepts within Unit # 3</th>
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<tr>
<td>Concept #2: Historical Figures</td>
<td>2.3A, 2.3B, 2.4A, 2.4B</td>
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<td>Concept #3: Historical Significance of Celebrations</td>
<td>2.1A, 2.2A, 2.2B, 2.2C, 2.3A, 2.3B, 2.4B</td>
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Unit 4: Culture
Estimated Date Range: 12/2-12/19
Estimated Time Frame: 14

Unit Overview:
In this unit students will learn about their local cultural heritage. Specifically, they will explain the significance of stories, poems, statues, and paintings of their local cultural heritage. In the 2nd concept, identify various ethnic and cultural celebrations. Students will also compare various ethnic and cultural celebrations in their community.

Big Ideas:
- Culture is shared through stories, poems, statues, and paintings.
- All cultures have similarities, but they celebrate them in different ways.

Essential Questions
- How is culture shared with others?
- How do cultural celebrations make us similar and different?

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<tr>
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<td>Concept #1: Cultural Heritage</td>
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<td>Concept #2: Cultural Celebrations</td>
<td>2.16A, 2.16B</td>
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Grading Period 3

Unit 5: Geography: Map Skills
Estimated Date Range: 1/7-2/5
Estimated Time Frame: 21

Unit Overview:

This unit is important because it is the first time students will be introduced to the geography of the world. They will learn the continents and oceans as well as the difference between continent and countries. Then, they will focus on the United States and their local community where they will work on map skills such as being able to draw a map showing the route from their house to school. 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:

- Maps should have a title, compass rose, and legend with symbols to represent real-life places.
- The world is made up of 7 unique continents with various animals, landmarks, and physical features.
- Being curious and knowledgeable about places in our country is an important part of being a good citizen.

Essential Questions

- How can I make a map of a real-life place?
- How is the world diverse?
- Why should you have knowledge of places in our world?

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<td>Concept #2: Map Skills-World Focus</td>
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<td>Concept #3: Map Skills-U.S. Focus</td>
<td>2.1B, 2.5A, 2.6B, 2.6C</td>
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Unit 6: Geography: Physical and Human Characteristics
Estimated Date Range: 2/6 - 3/6
Estimated Time Frame: 20

Unit Overview:

This unit is important because it gets at the heart of the big ideas that geography influences where and how people live and how humans impact their environment. Students will first learn about the characteristics of different types of communities and how the type of community influences how they live. Students will also learn about ways humans modify the environment and positive and negative consequences as a result of such modifications. Lastly, students will learn about renewable and nonrenewable resources and how to help by recycling. This unit will form the foundation for further study in 3rd grade in beyond about ways humans interact with the environment.

Big Ideas:

- The type of community, weather, and natural hazards affects the way we live.
- 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
• How does where you live affect how you live?
• What are the consequences of humans changing the environment?
• How can people help the environment?

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<th>Concepts within Unit # 6</th>
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<td>Concept #1: Communities</td>
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<td>Concept #2: Modifying the Environment</td>
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<td>Concept #3: Resources and Conservations</td>
<td>2.7C, 2.8C, 218E</td>
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**Grading Period 4**

**Unit 7: Economics**
Estimated Date Range: 3/16-4/24
Estimated Time Frame: 28

**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 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. Students will build on this knowledge in 3rd grade where Economics is the largest percentage of their standard and where they will go much more in depth to how a business works.

**Big Ideas:**
- Many steps are needed to turn a natural resource into a finished product requires many steps.
- People make choices on how to save and spend their money and where to live and work.

**Essential Questions**
- How do we get the goods we use?
- What choices do we make with our country?

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<tr>
<th>Concepts within Unit # 7</th>
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<td>Concept #1: Producers and Consumers</td>
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<td>Concept #2: Value of Work</td>
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**Unit 8: Science and Technology**
Estimated Date Range: 4/27-5/28
Estimated Time Frame: 23

**Unit Overview:**

This unit is important because it helps students understand the effects of science and technology, past and present. First students will learn compare technology now and in the past. Students will look at examples in the home, school, communication, and transportation. A focus of science and technology is on how they help us meet our needs. At the end of this unit, students will incorporate several of the process standards to complete a research project on an inventor. 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?

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<th>Concepts within Unit #8</th>
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<td>Concept #2: Science and Technology Help Meet Our Needs</td>
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<td>Concept #3: Research Inventors</td>
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