

Second Grade
Social Studies
Scope and Sequence

ONGOING TEKS:

2.6 **Geography.** The student understands the locations and characteristics of **places and regions**. The student is expected to:

B. *locate* the community, Texas, the United States, and selected countries on maps and globes.

2.17 **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:

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.

C. *use various parts of a source*, including the table of contents, glossary, and index, as well as keyword computer searches, *to locate information*.

D. **sequence and categorize information.**

E. *interpret* oral, visual, and print material *by identifying the main idea, predicting, and comparing and contrasting*.

2.18 **Social studies skills.** The student communicates in written, oral, and visual forms. The student is expected to:

A. *express ideas orally* based on knowledge and experiences.

B. *create written and visual material* such as stories, poems, maps, and graphic organizers *to express ideas*.

2.19 **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:

A. *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.

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.

1st SIX WEEKS:

2.3 **History.** The student understands how various sources provide **information about the past.** The student is expected to:

A. *name* several sources of information about a given period or event.

B. *compare various interpretations* of the same time period using evidence such as photographs and interviews.

2.5 **Geography.** The student uses simple **geographic tools** such as maps, globes, and photographs. The student is expected to:

A. *use symbols, find locations, and determine directions* on maps and globes.

B. *identify* some governmental services in the community such as libraries, schools, and parks, *and explain* their value to the community.

C. **describe** how governments establish order, provide security and manage conflict.

2.13 **Citizenship.** The student understands **characteristics of good citizenship** as exemplified by historic figures and ordinary people. The student is expected to:

C. *identify ordinary people* who exemplify good citizenship.

2.14 **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:

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.

2nd SIX WEEKS:

2.2 **History.** The student understands the concepts of **time and chronology**. The student is expected to:

- 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.
- D. *describe and measure* calendar time by days, weeks, months, and years.

2.4 **History.** The student understands how historical figures and ordinary people helped to shape our **community, state, and nation**. The student is expected to:

- C. *explain* how local people and events have influenced local community history.

2.6 **Geography.** The student understands the locations and characteristics of **places and regions**. The student is expected to:

- 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.

2.12 **Government.** The student understands the **role of public officials**. The student is expected to:

- A. *compare* the roles of public officials including mayor, governor, and president.
- B. *identify ways* that public officials are selected, including election and appointment to office.

2.13 **Citizenship.** The student understands **characteristics of good citizenship** as exemplified by historic figures and ordinary people. The student is expected to:

- A. *identify characteristics* of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good.

2.14 **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:

A. *identify* selected patriotic songs such as America the Beautiful.

3rd SIX WEEKS:

2.1 **History.** The student understands the historical significance of landmarks and celebrations in the **community, state, and nation**. The student is expected to:

A. *explain the significance* of various community, state, and national celebrations such as Memorial Day, Independence Day, and Thanksgiving.

B. *identify and explain the significance* of various community, state, and national landmarks such as the county courthouse and state and national capitol buildings.

2.4 **History.** The student understands how historical figures and ordinary people helped to shape our **community, state, and nation**. The student is expected to:

A. *identify contributions* of historical figures such as Henrietta King and Thurgood Marshall who have influenced the community, state, and nation.

2.5 **Geography.** The student understands the locations and characteristics of **places and regions**. The student is expected to:

C. *compare information* from different sources about places and regions.

2.13 **Citizenship.** The student understands **characteristics of good citizenship** as exemplified by historic figures and ordinary people. The student is expected to:

B. *identify historic figures* such as Florence Nightingale, Paul Revere, and Sojourner Truth who have exemplified good citizenship.

2.14 **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:

C. *explain* how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.

4th SIX WEEKS:

2.4 **History.** The student understands how historical figures and ordinary people helped to shape our **community, state, and nation**. The student is expected to:

B. *identify historic figures* such as Amelia Earhart and Robert Fulton who have exhibited a love of individualism and inventiveness.

2.10 **Economics.** The student understands the **roles of producers and consumers in the production of goods and services**. The student is expected to:

A. *distinguish* between producing and consuming.

B. *identify ways* in which people are both producers and consumers.

2.15 **Culture.** The student understands the **significance of works of art** in the local community. The student is expected to:

A. *identify* selected stories, poems, statues, painting, and other examples of the local cultural heritage.

B. *explain* the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage.

5th SIX WEEKS:

2.7 **Geography.** The student understands how **physical characteristics of places and regions affect people's activities and settlement patterns**. The student is expected to:

A. *describe* how weather patterns, natural resources, seasonal patterns, and natural hazards affect activities and settlement patterns.

B. *explain* how people depend on the physical environment and its natural resources to satisfy their basic needs.

2.8 **Geography.** The student understands how **humans use and modify the physical environment**. The student is expected to:

A. *identify ways* in which people depend on the physical environment, including natural resources, to meet basic needs.

B. *identify ways* in which people have modified the physical environment such as building roads, clearing land for urban development, and mining coal.

2.9 **Economics.** The student understands the **importance of work**. The student is expected to:

A. *explain* how work provides income to purchase goods and services.

2.10 **Economics.** The student understands the **roles of producers and consumers in the production of goods and services**. The student is expected to:

C. *trace* the development of a product from a natural resource to a finished product.

6th SIX WEEKS:

2.8 **Geography.** The student understands **how humans use and modify the physical environment**. The student is expected to:

C. **identify consequences** of human modifications of the physical environment such as the use of irrigation to improve crop yields.

D. *identify ways* people can conserve and replenish natural resources.

2.9 **Economics.** The student understands the **importance of work**. The student is expected to:

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.

2.16 **Science, technology, and society.** The student understands how **science and technology have affected life, past and present**. The student is expected to:

A. *describe* how science and technology have changed communication, transportation, and recreation.

B. *explain* how science and technology have changed the ways in which people meet basic needs.