

**2021-2022 Second Grade Social Studies Year at a Glance**

<b>Dates</b>	<b>Cluster</b>
8/12 - 10/1 7 weeks + 2 days	<b>Cluster 1</b> Community History: Learning From Model Citizens
10/4 - 11/9 7 weeks	<b>Cluster 2</b> Symbols, Customs and Celebrations in Our Community and Nation
11/29 - 1/28 7 weeks	<b>Cluster 3</b> Governing Our Community, State and Nation
1/31 - 3/4 5 weeks	<b>Cluster 4</b> Historical Figures and Their Influence
3/14 - 4/14 5 weeks	<b>Cluster 5</b> Location and Environmental Impact on Our Communities
4/19 - 5/20 5 weeks	<b>Cluster 6</b> Working in Our Community

**Second Grade Social Studies Scope and Sequence**  
 Second Grade Essential Standards Vertical Alignment

**Cluster 1: Community History: Learning From Model Citizens**

The Social Studies skills should be embedded daily throughout student learning opportunities. The following standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills.

**2.15 Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:

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

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

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

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

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

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


2.16.D use social studies terminology correctly;

2.16.E express ideas orally based on knowledge and experiences; and

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


**2.17 Social studies skills.** The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:

2.17.A 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.

<b>Cluster 1:</b> Community History: Learning from Model Citizens	Knowledge and Skills	<b>2.2 History.</b> The student understands how historical figures helped shape the community, state, and nation. The student is expected to:
	Supporting	2.2(A) identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation
	Readiness <i>*Essential</i>	2.2(B) describe how people and events have influenced local community history. 2.2(B) Influence on Local Community History Pre Assessment
<b>Suggested Pacing:</b> 8/12 - 10/1 7 weeks + 2 days	Knowledge and Skills	<b>2.10 Citizenship.</b> The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:
	Supporting 	2.10(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;
	Supporting	2.10(B) identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASP), Navajo Code Talkers, and Sojourner Truth
	Supporting	2.10(C) identify ways to actively practice good citizenship, including involvement in community service.


## Cluster 2: Symbols, Customs and Celebrations in Our Community and Nation

The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)

<p><b>Cluster 2:</b> Symbols, Customs and Celebrations in Our Community and Nation</p> <p><b>Suggested Pacing:</b> 10/4 - 11/9 7 weeks</p>	Knowledge and Skills	<b>2.1 History.</b> The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:
	Readiness	2.1(A) explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving
	Supporting	2.1(B) identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings.
	Knowledge and Skills	<b>2.12 Culture.</b> The student understands ethnic and/or cultural celebrations. The student is expected to:
	Readiness <i>*Essential</i>	2.12(A) identify the significance of various ethnic and/or cultural celebrations; and
	Supporting	2.12(B) compare ethnic and/or cultural celebrations.
	Knowledge and Skills	<b>2.11 Citizenship.</b> The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:
	Supporting	2.11(A) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;
	Supporting	2.11(B) sing, recite, or identify selected patriotic songs, including "The Star Spangled Banner" and "America the Beautiful"; and
	Supporting 	2.11(C) identify symbols such as state and national birds and flowers and Uncle Sam.
Readiness	2.11(D) identify how selected symbols, customs, and celebrations reflect an American love of individualism, inventiveness, and freedom	

## Cluster 3: Governing Our Community, State and Nation

The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)

<p><b>Cluster 3:</b> Governing Our Community, State and Nation</p> <p><b>Suggested Pacing:</b> 11/29 - 1/28 7 weeks</p>	Knowledge and Skills	<b>2.8 Government.</b> The student understands the purpose of governments. The student is expected to:
	Readiness <i>*Essential</i>	2.8(A) identify functions of governments such as establishing order, providing security, and managing conflict; and
	Readiness 	2.8(B) identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community.
	Knowledge and Skills	<b>2.9 Government.</b> The student understands the role of public officials. The student is expected to:
	Supporting	2.9(A) name current public officials, including mayor, governor, and president;
	Supporting	2.9(B) compare the roles of public officials, including mayor, governor, and president;
	Readiness <i>*Essential</i>	2.9(C) identify ways that public officials are selected, including election and appointment to office;
	Supporting	2.9(D) identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions.



## Cluster 4: Historical Figures and Their Influence

The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)

<p><b>Cluster 4:</b> Historical Figures and Their Influence</p> <p><b>Suggested Pacing:</b> 1/31 - 3/4 5 weeks</p>	Knowledge and Skills	<b>2.2 History.</b> The student understands how historical figures helped shape the community, state, and nation. The student is expected to:
	Supporting	2.2(A) identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation
	Readiness <i>*Essential</i>	2.2(B) describe how people and events have influenced local community history
	ELAR Knowledge and Skills	<b>2.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
	ELAR: Strand 7 Inquiry and Research	2.13(A) generate questions for formal and informal inquiry with adult assistance
		2.13(B) develop and follow a research plan with adult assistance
		2.13(C) identify and gather relevant sources and information to answer the questions
		2.13(D) identify primary and secondary sources
		2.13(E) demonstrate understanding of information gathered
		2.13(F) cite sources appropriately
2.13(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results		

## Cluster 5: Location and Environmental Impact on Our Communities

The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)

<p><b>Cluster 5:</b> Location and Environmental Impact on our Communities</p> <p><b>Suggested Pacing:</b> 3/14 - 4/14 5 weeks</p>	Knowledge and Skills	<b>2.3 Geography.</b> The student uses simple geographic tools, including maps and globes. The student is expected to:
	Readiness 	2.3(A) identify and use the information on maps and globes using basic map elements such as title, cardinal directions, and legend; and
	Supporting	2.3(B) create maps to show places and routes within the home, school, and community
	Knowledge and Skills	<b>2.4 Geography.</b> The student understands the location of places in their community, state, country, and world. The student is expected to:
	Supporting	2.4(A) identify major landforms and bodies of water, including each of the seven continents and each of the four oceans, on maps and globes; and
	Supporting 	2.4(B) locate places, including the local community, Texas, the United States, the state capital, the U.S. capital, and the bordering countries of Canada and Mexico, on maps and globes.
	Knowledge and Skills	<b>2.5 Geography.</b> The student understands how humans use and modify the physical environment. The student is expected to:
	Supporting <i>*Essential</i>	<a href="#">2.5(A)</a> identify ways in which people have modified the physical environment such as clearing land, building roads, using the land for agriculture, and drilling for oil;
	Supporting	2.5(B) identify consequences of human modification of the physical environment; and
Supporting	2.5(C) identify ways people can conserve and replenish Earth's resources.	

## Cluster 6: Working in Our Community

The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)

<b>Cluster 6:</b> Working in Our Community  <b>Suggested Pacing:</b> 4/19 - 5/20 5 weeks	Knowledge and Skills	<b>2.6 Economics.</b> The student understands the value of work. The student is expected to:
	Readiness	2.6(A) explain how work provides income to purchase goods and services; and
	Supporting	2.6(B) explain the choices people can make about earning, spending, and saving money.
	Knowledge and Skills	<b>2.7 Economics.</b> The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:
	Readiness <i>*Essential</i>	2.7(A) distinguish between producing and consuming;
	Supporting	2.7(B) identify ways in which people are both producers and consumers; and
	Supporting	2.7(C) discuss the development of a product from a natural resource to a finished product.
	Knowledge and Skills	<b>2.13 Science, technology, and society.</b> The student understands how science and technology have affected life, past and present. The student is expected to:
	Supporting	2.13(A) describe how science and technology have affected communication, transportation, and recreation; and
	Readiness <i>*Essential</i>	2.13(B) explain how science and technology have affected the ways in which people meet basic needs.
	Knowledge and Skills	<b>2.14 Science, technology, and society.</b> The student identifies individuals who exhibited individualism and inventiveness. The student is expected to:
	Supporting	2.14(A) identify individuals who have exhibited individualism and inventiveness such as Amelia Earhart and George Washington Carver