

## Second Grade Social Studies Scope & Sequence 2024-2025

**\*updated with new TEKS to be implemented in 2024-2025**

### On going TEKS/Tools to Know/Ways to Show:

**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.**

2.15 (A) identify and state facts based on relevant evidence

2.15 (B) identify different kinds of historical sources and artifacts and explain how they can be used to study the past

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

2.15 (D) 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.**

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 and interpret timelines for events in the past and present

2.16(D) use social studies terminology correctly

2.16 (E) communicate information visually, orally, or in writing based on knowledge and experiences in social studies

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

2.16 (G) apply and practice classroom rules and procedures for listening and responding respectfully.

**2.17 Social Studies skills. The student uses problem-solving and decision-making skills, working independently and with others.**

2.17 (A) use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community

2.17(B) 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

### Holidays, Historical Figures, and Culture (Integrating Social Studies with Reading and Writing)

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

2.1(A) explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving

**2.2 History. The student understands how historical figures helped shape the community, state, and nation.**

2.2(A) identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation

2.2(B) describe how people and events have influenced local community history

**2.10 Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals.**

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 (WASPs), Navajo Code Talkers, and Sojourner Truth

**2.11 Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity.**

2.11(E) identify how selected symbols, customs, and celebrations reflect an American love of individualism, inventiveness, and freedom

**2.12 Culture. The student understands ethnic and/or cultural celebrations.**

2.12(A) identify the significance of various ethnic and/or cultural celebrations

2.12(B) compare ethnic and/or cultural celebrations

**Technology (Integrating Social Studies with Technology Applications)**

**2.13 Science, technology, and society. The student understands how science and technology have affected life, past and present.**

2.13(A) describe how science and technology have affected communication, transportation, and recreation

2.13(B) explain how science and technology have affected the ways in which people meet basic needs

**2.14 Science, technology, and society. The student identifies individuals who exhibited individualism and inventiveness.**

2.14(A) identify individuals who have exhibited individualism and inventiveness such as Amelia Earhart and George Washington Carver

First Nine Weeks

**Interpret Maps:**

**2.3 Geography. The student uses simple geographic tools, including maps and globes.**

2.3(A) identify and use information on maps and globes using basic map elements such as title, cardinal directions, and legend

**2.4 Geography. The student understands the location of places in their community, state, country, and the world.**

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

**Citizenship:**

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

2.1(B) identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings

**2.10 Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals.**

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

2.10(C) identify ways to actively practice good citizenship, including involvement in community service

**2.11 Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity**

2.11(A) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag

2.11(B) sing, recite, or identify selected patriotic songs, including “The Star-Spangled Banner” and “America the Beautiful”

2.11 (C) use voting as a method for group decision making;

2.11(D) identify symbols such as state and national birds and flowers and Uncle Sam

Second Nine Weeks

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**2.4 Geography. The student understands the location of places in their community, state, country, and the world.**

2.4(A) identify major landforms and bodies of water, including each of the seven continents and each of the oceans, on maps and globes 2.5(A) identify ways in which people have

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

**Identify Purposes of Government and Role of Public Officials:**

**2.8 Government. The student understands the purpose of governments.**

2.8(A) identify functions of governments such as establishing order, providing security, and managing conflict  
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

**2.9 Government. The student understands the role of public officials.**

2.9(A) name current public officials, including mayor, governor, and president  
2.9(B) compare the roles of public officials, including mayor, governor, and president  
2.9(C) identify ways that public officials are selected, including election and appointment to office  
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

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**Understand How People Modify the Physical Environment**

**2.5 Geography. The student understands how humans use and modify the physical environment.**

2.5(A) identify ways in which people have modified the physical environment such as clearing land, building roads, using land for agriculture, and drilling for oil  
2.5(B) identify consequences of human modification of the physical environment

**2.5 Geography. The student understands how humans use and modify the physical environment.**

2.5(C) identify ways people can conserve and replenish Earth's resources

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

2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting

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**Understand That Work Provides Income to Make Purchases:**

**2.6 Economics. The student understands the value of work**

2.6(A) explain how work provides income to purchase goods and services  
2.6(B) explain the choices people can make about earning, spending, and saving money

Third Nine Weeks

Fourth Nine Weeks

**2.7 Economics. The student understands the roles of producers and consumers in the production of goods and services.**

2.7(A) distinguish between producing and consuming

2.7(B) identify ways in which people are both producers and consumers

2.7(C) trace the development of a product from a natural resource to a finished product