



Teacher Learning Report Grade 2 Social Studies

Geography	Unit	CHECKPOINT		
		1	2	3
2.3 Geography. The student uses simple geographic tools, including maps and globes.				
2.4 Geography. The student understands the location of places in their community, state, country, and the world.				
2.5 Geography. The student understands how humans use and modify the physical environment.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
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				
2.16(D) use social studies terminology correctly <i>connected 2.16(A), 2.16(B), 2.16(C)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Location and Maps				
2.3(A) identify and use information on maps and globes using basic map elements such as title, cardinal directions, and legend ☉				
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 ☉				
2.3(B) create maps to show places and routes within the home, school, and community				
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 ☉				

Humans Interact with Their Environment	Unit	CHECKPOINT		
		1	2	3
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 ☉				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
2.15(B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting <i>connected 2.16(E), 2.16(F), 2.17(A)</i>				



Teacher Learning Report Grade 2 Social Studies

Our Government	Unit	CHECKPOINT		
		1	2	3
2.8 Government. The student understands the purpose of governments.				
2.9 Government. The student understands the role of public officials.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
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				
2.16(D) use social studies terminology correctly <i>connected 2.16(A), 2.16(B), 2.16(C)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Government Functions and Services				
2.8(A) identify functions of governments such as establishing order, providing security, and managing conflict ⑧				
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 ⑧				

Public Officials				
2.9(C) identify ways that public officials are selected, including election and appointment to office ⑧				
2.9(A) name current public officials, including mayor, governor, and president ⑧				
2.9(B) compare the roles of public officials, including mayor, governor, and president ⑧				
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 ⑧				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
2.15(B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting <i>connected 2.16(E), 2.16(F), 2.17(A)</i>				



Teacher Learning Report Grade 2 Social Studies

Citizenship	Unit	CHECKPOINT		
		1	2	3
<p>2.1 History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation.</p> <p>2.10 Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals.</p> <p>2.11 Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity.</p>				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
<p>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</p> <p>2.16(D) use social studies terminology correctly</p> <p style="text-align: right;"><i>connected 2.16(A), 2.16(B), 2.16(C)</i></p>				

Content	Unit	CHECKPOINT		
		1	2	3
<p>Characteristics of Good Citizenship</p> <p>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 ⑧</p> <p>2.10(C) identify ways to actively practice good citizenship, including involvement in community service ⑧</p>				

Flags, Symbols, and Songs	Unit	CHECKPOINT		
		1	2	3
2.1(B) identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings				
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) identify symbols such as state and national birds and flowers and Uncle Sam				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
<p>2.15(B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting</p> <p style="text-align: right;"><i>connected 2.16(E), 2.16(F), 2.17(A)</i></p>				



Teacher Learning Report Grade 2 Social Studies

Integrating Social Studies with Reading and Writing



Holidays, Historical Figures, and Culture

- 2.1 History.** The student understands the historical significance of landmarks and celebrations in the community, state, and nation.
- 2.2 History.** The student understands how historical figures helped shape the community, state, and nation.
- 2.10 Citizenship.** The student understands characteristics of good citizenship as exemplified by historical figures and other individuals.
- 2.11 Citizenship.** The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity.
- 2.12 Culture.** The student understands ethnic and/or cultural celebrations.

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

- 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
- 2.16(D)** use social studies terminology correctly

connected 2.16(A), 2.16(B), 2.16(C)

Unit	CHECKPOINT		
	1	2	3

Content

Holidays: Informational Text Connections

- 2.1(A)** explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving
- 2.11(D)** identify how selected symbols, customs, and celebrations reflect an American love of individualism, inventiveness, and freedom

Historical Figures: Informational Text Connections

- 2.2(B)** describe how people and events have influenced local community history
- 2.2(A)** identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation
- 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 [Ⓢ]

Culture: Personal Narrative Writing Connections

- 2.12(A)** identify the significance of various ethnic and/or cultural celebrations [Ⓢ]
- 2.12(B)** compare ethnic and/or cultural celebrations [Ⓢ]

Unit	CHECKPOINT		
	1	2	3

Process (Ways to Show)

Unit	CHECKPOINT		
	1	2	3



Teacher Learning Report Grade 2 Social Studies

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

connected 2.16(E), 2.16(F), 2.17(A)

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Research

Spring: Complete the research project through independent research and an independent writing product.

- Students will identify a question on a given topic from Social Studies. Questions can be different for each student.
- Students will gather research to answer their research question using print, digital and primary sources
- Students will synthesize the information and formulate 2 paragraphs (3-5 sentences each) to share the information.



Teacher Learning Report Grade 2 Social Studies

Integrating Social Studies with Math

Data Analysis and Personal Financial Literacy

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

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

- 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
- 2.16(D)** use social studies terminology correctly

connected 2.16(A), 2.16(B), 2.16(C)

Unit	CHECKPOINT		
	1	2	3

Content

Data Analysis: Interpretation of Data

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

Unit	CHECKPOINT		
	1	2	3

Personal Financial Literacy: Earning, Spending, and Saving

- 2.6(A)** explain how work provides income to purchase goods and services ⑧
- 2.6(B)** explain the choices people can make about earning, spending, and saving money ⑧

Personal Financial Literacy: Economics

- 2.7(A)** distinguish between producing and consuming ⑧
- 2.7(B)** identify ways in which people are both producers and consumers ⑧
- 2.7(C)** trace the development of a product from a natural resource to a finished product ⑧

Process (Ways to Show)

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

connected 2.16(E), 2.16(F), 2.17(A)

Unit	CHECKPOINT		
	1	2	3



Teacher Learning Report Grade 2 Social Studies

Integrating Social Studies with Science



Earth's Materials

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

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

- 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
- 2.16(D) use social studies terminology correctly

connected 2.16(A), 2.16(B), 2.16(C)

Unit	CHECKPOINT		
	1	2	3

Content

Earth's Materials: Resources

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

Unit	CHECKPOINT		
	1	2	3

Process (Ways to Show)

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

connected 2.16(E), 2.16(F), 2.17(A)

Unit	CHECKPOINT		
	1	2	3



Teacher Learning Report Grade 2 Social Studies

Integrating Social Studies with Technology Applications



Technology

- 2.13 Science, technology, and society.** The student understands how science and technology have affected life, past and present.
- 2.14 Science, technology, and society.** The student identifies individuals who exhibited individualism and inventiveness.

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

- 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
- 2.16(D)** use social studies terminology correctly

connected 2.16(A), 2.16(B), 2.16(C)

Unit	CHECKPOINT		
	1	2	3

Content

Technology

- 2.13(B)** explain how science and technology have affected the ways in which people meet basic needs ⓘ
- 2.13(A)** describe how science and technology have affected communication, transportation, and recreation ⓘ
- 2.14(A)** identify individuals who have exhibited individualism and inventiveness such as Amelia Earhart and George Washington Carver

Unit	CHECKPOINT		
	1	2	3

Process (Ways to Show)

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

connected 2.16(E), 2.16(F), 2.17(A)

Unit	CHECKPOINT		
	1	2	3



Teacher Learning Report Grade 2 Social Studies

PROCESS STANDARDS: SOCIAL STUDIES SKILLS		Unit	CHECKPOINT		
			1	2	3
2.15	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.	Tools to Know			
2.16	The student communicates in written, oral, and visual forms.				
2.17	The student uses problem-solving and decision-making skills, working independently and with others.	Ways to Show			

TOOLS TO KNOW		Unit	CHECKPOINT		
			1	2	3
Using and Evaluating Sources	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				
	2.16(A) describe the order of events by using designations of time periods such as historical and present times				
	2.16(C) create and interpret timelines for events in the past and present				
Understanding Vocabulary and Terms	2.16(B) apply vocabulary related to chronology, including past, present, and future ⓘ				
	2.16(D) use social studies terminology correctly				

WAYS TO SHOW		Unit	CHECKPOINT		
			1	2	3
Analyzing Information	2.15(B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting				
Representing and Communicating Information	2.16(E) express ideas orally based on knowledge and experiences				
	2.16(F) create written and visual material such as stories, maps, and graphic organizers to express ideas				
Researching	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				