

Social Studies, Grade 2

Time on Task: 2 hours per week

Course Philosophy

In history/social studies the student will acknowledge that mankind began with a grand design from God the creator preserving man's beginning and purpose through His word allowing His truths to be passed on to generations to complete His purpose on Earth.

Course Description

In Grade 2, students focus on a study of their local community by examining the impact of significant individuals and events on the history of the community as well as on the state and nation. Students begin to develop the concepts of time and chronology by measuring calendar time by days, weeks, months, and years. The relationship between the physical environment and human activities is introduced, as are the concepts of consumers and producers. Students identify functions of government as well as services provided by the local government. Students continue to acquire knowledge of important customs, symbols, and celebrations that are present American beliefs and principles. Students identify the significance of works of art in the local community and explain how technological innovations have changed transportation and communication. Students communicate what they have learned in written, oral, and visual forms.

Goals and Objectives	Scope and Sequence	Spiritual Goals
<p>Texas Essential Knowledge and Skills (TEKS)</p> <p>§113.4. Social Studies, Grade 2.</p> <p>(a) Introduction.</p> <p>(1) In Grade 2, students focus on a study of their local community by examining the impact of significant individuals and events on the history of the community as well as on the state and nation. Students begin to develop the concepts of time and chronology by measuring calendar time by days, weeks, months, and years. The relationship between the physical environment and human activities is introduced, as are the concepts of consumers and producers. Students identify functions of government as well as services provided by the local government. Students continue to acquire knowledge of important customs, symbols, and celebrations that represent American beliefs and principles. Students identify the significance of works of art in the local community and explain how technological innovations have changed transportation and communication. Students communicate what they have</p>	<ul style="list-style-type: none">• America, Our Home<ul style="list-style-type: none">○ Our Flag○ Our Patriotic Holidays○ Our Songs.• The People Who Built America<ul style="list-style-type: none">○ The Separatists○ America's Indians○ The Colonists○ America's Pioneers○ America's Cowboys○ The New Americans• Tomorrow's America	<p>God's intended purpose for history/social studies:</p> <ol style="list-style-type: none">1. To understand that God has directed that written records be kept. (Daniel 12:4, 8, 9)2. To recognize that God expects us to learn from a knowledge of our past behavior. (Psalm 78)3. To show that giving thanks to the Creator is important. (Psalm 92:1)4. To show students that God has purpose in what He does. (Deuteronomy 7:7, 8)5. To show that God leads social groups, leaders, and families when they look to Him for guidance. (I Samuel 23:2)6. To recognize that God wants us to learn history. (Deuteronomy 1:1-

<p>learned in written, oral, and visual forms.</p> <p>(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies; folktales, myths, and legends; and poetry, songs, and artworks is encouraged. Selections may include the legend of the bluebonnet. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.</p> <p>(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the geography and social studies skills strands in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.</p> <p>(4) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code, §28.002(h).</p> <p>(b) Knowledge and skills.</p> <p>(1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation.</p> <p><i>The student is expected to:</i></p> <p>(A) explain the significance of various community, state, and national celebrations such as Memorial Day, Independence Day, and Thanksgiving; and</p> <p>(B) identify and explain the significance of various community, state, and national landmarks such as the county courthouse and state and national capitol buildings.</p>	<p style="text-align: center;">Correlation with TEKS <u>Our America</u> A Beka Book Student ISBN 95818003 Teacher ISBN 49166004</p> <p>Lessons 6, 7, 8, 9</p> <p>Lessons 6, 8</p>	<p>4:2; Joshua 24:1-13)</p> <p>7. To recognize all believers are a part of God's plan. (Ephesians 2:20; Romans 6;13)</p> <p>8. To understand God controls the rise and fall of empires and nations and leaders. (Proverbs 8:15, 16; Romans 13:1)</p> <p>9. To gain an awareness and appreciation of Christ-like qualities in men and women who influenced American history so that students will emulate those qualities. (John 1:12; Ephesians 1:4-6)</p> <p>10. To recognize the importance of praying for our government leaders to look to God for guidance. (Jeremiah 29:7; I Timothy 2:1-3)</p> <p>11. To understand God is interested in all nations and in persons from those nations. (Psalm 96:1-10; Mark 16:15)</p> <p>12. To recognize god is responsible for the contour of the earth. (Nehemiah 9:6; Job 28:9-11)</p> <p>13. To appreciate that God gave land to all tribes and nations and is concerned about boundaries. (Numbers 34:1-28; Acts 17:26)</p> <p>Biblical Integration Truth Statements</p> <p>1. <i>What is prime reality, the really real?</i> God exists and is the ultimate reality. (Psalm 90:2, Revelation 22:13)</p> <p>a. God designed, created, and</p>
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<p>(2) History. The student understands the concepts of time and chronology. <i>The student is expected to:</i></p> <p>(A) describe the order of events by using designations of time periods such as ancient times and modern times;</p> <p>(B) use vocabulary related to chronology, including past, present, and future;</p> <p>(C) create and interpret timelines; and</p> <p>(D) describe and measure calendar time by days, weeks, months, and years.</p> <p>(3) History. The student understands how various sources provide information about the past. <i>The student is expected to:</i></p> <p>(A) name several sources of information about a given period or event; and</p> <p>(B) compare various interpretations of the same time period using evidence such as photographs and interviews.</p> <p>(4) History. The student understands how historical figures and ordinary people helped to shape our community, state, and nation. <i>The student is expected to:</i></p> <p>(A) identify contributions of historical figures such as Henrietta King and Thurgood Marshall who have influenced the community, state, and nation;</p> <p>(B) identify historic figures such as Amelia Earhart and Robert Fulton who have exhibited a love of individualism and inventiveness; and</p> <p>(C) explain how local people and events have influenced local community history.</p> <p>(5) Geography. The student uses simple geographic tools such as maps, globes, and photographs. <i>The student is expected to:</i></p> <p>(A) use symbols, find locations, and determine directions on maps and globes; and</p> <p>(B) draw maps to show places and routes.</p> <p>(6) Geography. The student understands the locations and characteristics of places and regions.</p>	<p>Lessons 6-35 Bible – various lessons Lessons 6-35</p> <p>Math Lessons 1-29 Lessons 6-35</p> <p>Teacher Unit - Columbus</p> <p>Teacher Unit - Johnny Appleseed</p> <p>Teacher Unit - Martin Luther King, Jr.</p> <p>Third Grade Teacher Unit F&F Unit 12</p> <p>Teacher Unit</p> <p>Unit 1 Teacher Units - Pilgrim/Penguin, Map, AIMS Mapping</p>	<p>sustains His creation. (Genesis 1:1-31)</p> <p>b. God is good, holy, and loving. (Luke 18:19, 1 John 4:16, 1 Peter 1:16, Psalm 145:12)</p> <p>c. God is omniscient – all knowing. (Romans 11:33-36, Psalm 147:5)</p> <p>d. God is sovereign – nothing is beyond His ultimate interest, control, and authority. (Daniel 4:25)</p> <p>e. God is personal and also triune- He is coequally and coeternally God the Father, God the Son, Jesus, and God the Holy Spirit. (Hebrews 1:3)</p> <p>2. <i>What is the nature of external reality, that is, the world around us?</i></p> <p>a. God is the source of everything and created the universe out of nothing. (Genesis 1:1)</p> <p>b. The universe was created by God to be orderly. (Isaiah 45:18, Psalm 147:4)</p> <p>c. God is constantly involved in the unfolding pattern of the ongoing operation of the universe. (Psalm 24:1-2, Psalm 32:13-15)</p> <p>d. The universe reflects His glory. (Psalm 8:1, Psalm 19:1)</p> <p>3. <i>What is a human being?</i></p> <p>a. God created humans to know Him intimately and to have a loving relationship with Him. (Psalm 100:3)</p> <p>b. Human beings are created in the image of God with the capacity</p>
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<p><i>The student is expected to:</i></p> <p>(A) identify major landforms and bodies of water, including continents and oceans, on maps and globes;</p> <p>(B) locate the community, Texas, the United States, and selected countries on maps and globes; and</p> <p>(C) compare information from different sources about places and regions.</p> <p>(7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns.</p> <p><i>The student is expected to:</i></p> <p>(A) describe how weather patterns, natural resources, seasonal patterns, and natural hazards affect activities and settlement patterns; and</p> <p>(B) explain how people depend on the physical environment and its natural resources to satisfy their basic needs.</p> <p>(8) Geography. The student understands how humans use and modify the physical environment.</p> <p><i>The student is expected to:</i></p> <p>(A) identify ways in which people depend on the physical environment, including natural resources, to meet basic needs;</p> <p>(B) identify ways in which people have modified the physical environment such as building roads, clearing land for urban development, and mining coal;</p> <p>(C) identify consequences of human modification of the physical environment such as the use of irrigation to improve crop yields; and</p> <p>(D) identify ways people can conserve and replenish natural resources.</p> <p>(9) Economics. The student understands the importance of work.</p> <p><i>The student is expected to:</i></p> <p>(A) explain how work provides income to purchase goods and services; and</p>	<p>Unit 1 Teacher Units - Pilgrim/Penguin, Map, AIMS Mapping Teacher Unit - Map</p> <p>Teacher Units - Spider/Frog/Penguin Units</p> <p>Lessons 2-33</p> <p>Lessons 2-33</p> <p>Lessons 2-33</p> <p>Science Lessons 10-18</p> <p>Science Lessons 10-18</p> <p>Penguins' relationship with humans and land Unit 8 Enjoying God's World (Planet Earth)</p> <p>Teacher Unit - Math</p>	<p>to choose. (Genesis 1:27, Proverbs 8:10)</p> <p>c. Adam and Eve chose disobedience and brought death to themselves and sin entered the world. (Romans 5:12)</p> <p>d. All human beings have a choice and all have chosen sin that brings separation from God. (Romans 3:23)</p> <p>e. Sin is rebellion against God's wishes and ways and this destroys our relationship with God. (Romans 8:7-8)</p> <p>f. God provides a way back to Himself through the death of His son Jesus (the second person of the Trinity), on the cross. (John 3:16, Romans 6:23)</p> <p>g. Human beings must respond to God with repentance of our sins, receiving forgiveness, and accepting Jesus as our Savior. (Romans 10:9-10)</p> <p>4. What happens to a person at death?</p> <p>a. For each person death is either the gate to life with God and His people or the gate to eternal separation from God. (1 Corinthians 50:52)</p> <p>b. After death, your soul will continue to exist in an eternal way and there is a final judgment by God. (Revelation 20:12)</p> <p>c. Everyone chooses to honor and love Him by accepting Jesus as our Lord and Savior or makes a choice to reject Jesus and grasp</p>
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<p>(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.</p>	<p>Teacher Unit - Math</p>	<p>for self-fulfillment and personal glory. (Romans 6:23)</p>
<p>(10) Economics. The student understands the roles of producers and consumers in the production of goods and services.</p>		<p>d. Those who received Jesus as Savior will spend eternity in Heaven with God.</p>
<p><i>The student is expected to:</i></p>		<p>(Philippians 4:10-21)</p>
<p>(A) distinguish between producing and consuming; (B) identify ways in which people are both producers and consumers; and</p>	<p>Teacher Unit Teacher Unit</p>	<p>e. Those who rejected Jesus as Savior will spend eternity in Hell without God.</p>
<p>(C) trace the development of a product from a natural resource to a finished product.</p>	<p>Teacher Unit - Johnny Appleseed, Cotton</p>	<p>(Hebrews 10:26-27)</p>
<p>(11) Government. The student understands the purpose of governments.</p>		<p>5. Why is it possible to know anything at all?</p>
<p><i>The student is expected to:</i></p>		<p>a. Human beings can both know the world around them and God Himself because God has built within them the capacity to do so and because He takes an active role in communicating with them. (John 16:13)</p>
<p>(A) identify functions of governments; (B) identify some governmental services in the community such as libraries, schools, and parks and explain their value to the community; and</p>	<p>Teacher Unit Teacher Unit</p>	<p>b. God's own intelligence is the basis of human intelligence. Knowledge is possible because there is something to be known (God and His creation) and someone to know (God and human beings made in His image). (Genesis 1:27)</p>
<p>(C) describe how governments establish order, provide security, and manage conflict.</p>	<p>Teacher Unit</p>	<p>c. God reveals, Himself to us in two basic ways: by general revelation and by special revelation. (Exodus 3:2, Psalm 19:1-4)</p>
<p>(12) Government. The student understands the role of public officials.</p>		<p>d. In general revelation, God speaks through the creation of the universe and through His word, the Bible. (2 Samuel 22:31, Psalm 19:1)</p>
<p><i>The student is expected to:</i></p>		<p>➤ The Bible is internally</p>
<p>(A) compare the roles of public officials including mayor, governor, and president; and</p>	<p>Teacher Unit</p>	
<p>(B) identify ways that public officials are selected, including election and appointment to office.</p>	<p>Teacher Unit</p>	
<p>(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people.</p>		
<p><i>The student is expected to:</i></p>		
<p>(A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good;</p>	<p>Lessons 1-5</p>	
<p>(B) identify historic figures such as Florence Nightingale, Paul Revere, and Sojourner Truth who have exemplified good citizenship; and</p>	<p>Teacher Unit</p>	
<p>(C) identify ordinary people who exemplify good citizenship.</p>	<p>Teacher Unit</p>	

<p>(14) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. <i>The student is expected to:</i></p> <p>(A) identify selected patriotic songs such as America the Beautiful;</p> <p>(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; and</p> <p>(C) explain how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.</p> <p>(15) Culture. The student understands the significance of works of art in the local community. <i>The student is expected to:</i></p> <p>(A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage; and</p> <p>(B) explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage.</p> <p>(16) Science, technology, and society. The student understands how science and technology have affected life, past and present. <i>The student is expected to:</i></p> <p>(A) describe how science and technology have changed communication, transportation, and recreation; and</p> <p>(B) explain how science and technology have changed the ways in which people meet basic needs.</p> <p>(17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. <i>The student is expected to:</i></p> <p>(A) obtain information about a topic using a variety of oral sources such as conversations, interviews, and music;</p> <p>(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;</p> <p>(C) use various parts of a source, including the table of</p>	<p>Lessons 1-14</p> <p>Lessons 5-7</p> <p>Lessons 6-9</p> <p>Teacher Unit</p> <p>Teacher Unit</p> <p>Science Lessons 19-36</p> <p>Science Lessons 19-36</p> <p>Teacher Unit - Interview</p> <p>Science Reports, F & F Book Projects</p> <p>Teacher Unit - Language</p>	<p>consistent and unified in its principles and claims.</p> <ul style="list-style-type: none"> ➤ There is tremendous coherence across the many authors and centuries during which the various books were written and in which its stories unfold. ➤ It is relevant to all the cultures of the world <p>e. Special revelation is God revealing Himself through supernatural ways. Jesus Christ is the ultimate special revelation. He showed us what God is like more fully than any other form of revelation can. Because Jesus was also completely human, he spoke more clearly to us than any other form of revelation can. (John 14:7)</p> <p>6. <i>How do we know what is right and wrong?</i></p> <ul style="list-style-type: none"> a. Ethics or the knowledge of right and wrong is based on the character of God as good (holy and loving). (Psalm 33:4) b. There is an absolute standard by which all moral judgments are measured and God Himself – His character of goodness (holiness and love) – is the standard. (1 Samuel 2:3) c. As a result of sin, morally, we have become less able to discern good and evil and less able to know God as He truly is.
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<p>contents, glossary, and index, as well as keyword computer searches, to locate information;</p> <p>(D) sequence and categorize information; and</p> <p>(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.</p> <p>(18) Social studies skills. The student communicates in written, oral, and visual forms. <i>The student is expected to:</i></p> <p>(A) express ideas orally based on knowledge and experiences; and</p> <p>(B) create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.</p> <p>(19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. <i>The student is expected to:</i></p> <p>(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; and</p> <p>(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.</p>	<p>Arts</p> <p>Math Lessons 1-29, Logical Thinking F & F</p> <p>F & F</p> <p>F & F</p> <p>F & F</p> <p>F & F</p> <p>Student Activities Role Play Games/Puzzles Stories/Books Songs Projects Cooperative Learning Journaling Graphic Organizers Small Groups</p>	<p>(Proverbs 1:7)</p> <p>d. God has revealed His standard in the various laws and principles expressed in the Bible. (Psalm 111:10)</p> <ul style="list-style-type: none"> ➤ He has dictated absolute moral truth to us. ➤ Every truth must conform to Biblical principles. ➤ Every choice must reflect God’s moral truth. ➤ We must promote, defend, and teach these truths to others. <p>7. <i>What is the meaning of human history?</i></p> <p>a. History is a meaningful sequence of events leading to the fulfillment of God’s purposes for humanity. (Psalm 22:27-28, Psalm 47:3)</p> <p>b. History is going somewhere, directed toward a known end. (Matthew 25:34)</p> <p>c. History is a form of revelation, not only does God reveal Himself in history, but the very sequence of events is revelation. (Psalm 33:13-14, Psalm 47:9)</p> <p>d. History has meaning because God is behind all events, not only sustaining all things by His powerful word but also in all things working for the good of those who love Him. (Psalm 40:5, Romans 8:28)</p> <p><i>What should our response be to God? What were we made for?</i></p>
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	<p>Drawing Manipulatives Writer’s Workshop Portfolio Mapping Practice Assignments</p> <p>Teaching Strategies Direct Instruction Open-ended Questions Discussion Demonstration Brainstorming Problem Solving Read Aloud Facilitating Cooperative Learning Debate Visual Aids Games</p> <p>Evaluation Procedures Observation Class Participation Quizzes/Tests Projects Reports Survey (oral/written) Portfolio Homework Projects</p> <p>Other Resources and Bibliography Maps Teacher-Made Units AIMS <u>Social Studies Alive! My</u></p>	<p>We were made to Love – Matthew 22:37, Worship – Romans 12:1, Obey – 2 John 6, and Give Glory – Psalm 96:3.</p>
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