

Introduction

Curriculum Overview

Congratulations on choosing an outstanding second-grade curriculum! Using this curriculum, you and your student will be engaged in reading nonfiction literature, designing charts and graphs, creating booklets, playing games, illustrating geographical symbols, interpreting maps, creating graphic organizers, and a plethora of other activities. One of the advantages in selecting Texas Tech University K-12 curriculum is that you will have an all-encompassing curriculum similar to what you would find in some of the most outstanding teachers' classrooms in our nation.

This course is completed online in Blackboard using the PDF **Unit Lessons** and **Worksheets** documents.

Unit assessments in this course consist of two parts, the **Unit Test** and the **Unit Project**. For each Unit Test, the student will download and complete PDF test pages, then scan or take a digital photograph of the completed pages showing his or her work. Completed Unit Projects must also be scanned or photographed. Combine the images for each assignment into a single PDF (see **Requirements for Creating PDFs** on the course home page) and upload the file for grading as instructed in the assignment.

2nd Grade Social Studies

The second semester of second-grade social studies is separated into three units. The first unit, *Learn About People*, looks into the many different nationalities of people and their cultures in the United States. The student will learn how families pass their culture on to their children and that communities have different ways of celebrating their culture. The student will also learn about explorers, pioneers, and immigrants.

The second unit, *Past and Present*, explores the history of our country. Timelines, holidays, and historical figures, which reveal a great deal about our history, will be included in this unit.

The final unit, *People at Work*, introduces economics. The student will learn about goods and services, and be able to distinguish between producers and consumers. Learning about trading goods, transportation, and a visit to a factory conclude this unit.

All of these units include skill activities such as reading a map, understanding a bar graph, reading a timeline, predicting outcomes, identifying cause-and-effect situations, and following a flow chart.

Course Objectives

The curriculum meets all of the [Texas Essential Knowledge and Skills](#) (TEKS) objectives. At the end of this course, the student should be able to:

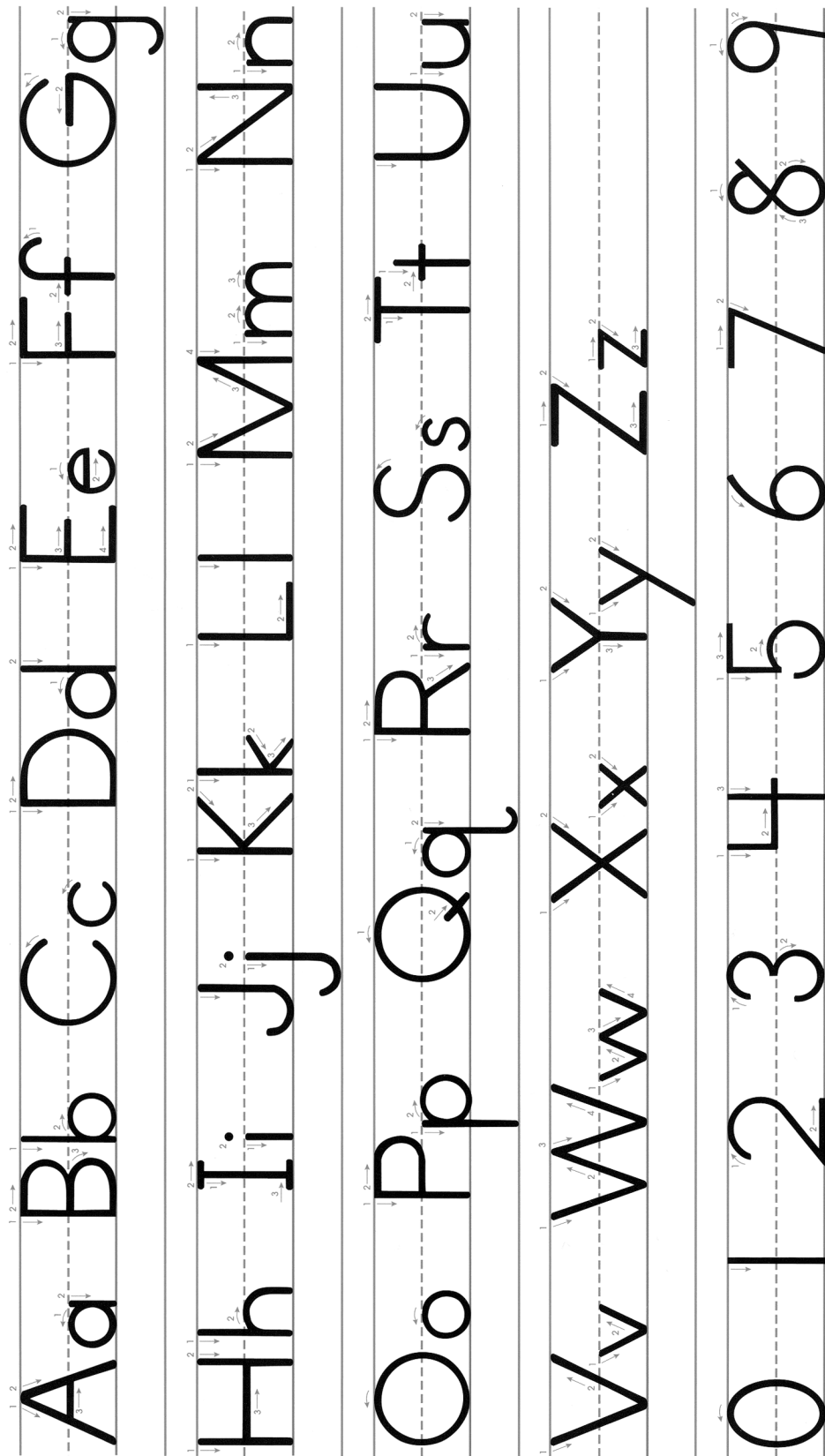
- define culture;
- discuss how children and their recreation are alike and different around the world;
- recognize that people of different cultures express themselves in unique ways;
- recognize that people have different points of view;
- recognize how explorers led the way for settlement in new places;
- understand the role of pioneers in settling our country;
- explain how immigrants brought new ideas when they came to our country;
- find locations on a map or globe;
- determine directions on a map;
- draw maps to show places and routes;
- understand that each family has its own heritage;
- give examples of family traditions;
- read a bar graph;
- identify cultural holidays;
- understand the origins of holiday traditions;
- recognize stories from different cultures;
- recognize that ideas and culture spread from one place to another;
- describe how technology has changed communication;
- compare old and new forms of communication;
- identify a map by its title;
- find the United States and other countries on a map;
- use a map key to identify places on a map;
- describe seasonal changes;
- compare family life today and in the past;
- recognize early use of calendars and clocks to measure time;
- describe order of times using *ancient* and *modern*;
- use vocabulary including *past*, *present*, and *future*;
- create and read a time line;
- understand that information from the past comes from people, places, and artifacts;

- explain how local people and events have influenced local history;
- describe changes in a community over time;
- explain how one event (cause) can lead to another (effect);
- explain why we celebrate various national holidays;
- compare early Native American groups;
- sequence early American history;
- identify landmarks that remind us of our history;
- learn about the past from a history map;
- draw maps to show places and routes;
- identify contributions made by historical figures;
- describe ways people honor their heroes;
- read a map grid;
- understand that cultures and civilizations existed in ancient times;
- explain how diagrams are used;
- identify and explain the significance of various community, state, and national memorials such as Mount Rushmore;
- recognize the variety of jobs people do;
- distinguish between goods and services;
- identify those who provide goods and services;
- distinguish between a producer and a consumer;
- understand ways in which people are both consumers and producers;
- read a flow chart;
- follow the development of a product from a natural resource to a finished product;
- explain how work provides income to purchase goods and services;
- understand the free enterprise system of spending and saving money;
- describe various means of exchange;
- discuss modern methods of payment;
- distinguish volunteers from other kinds of workers;
- identify community volunteers;
- describe how science and technology have changed transportation;
- read a product map;
- compare information from different sources about places and regions.

Handwriting

Handwriting is taught in the Language Arts course; however, good handwriting skills are necessary in all subjects including social studies. In Kindergarten, Grade 1, and Grade 2, manuscript is the preferred technique. When teaching your child handwriting, please consider the appropriate letter and number formation and spacing. Please refer to the manuscript chart included on the next page to assist you in appropriately teaching your child handwriting. Please reinforce the importance of good handwriting in all subject areas.

Traditional Manuscript



Books and Materials for SOCS 2 This Semester

Textbooks:

- Field, *Harcourt Horizons: About My Community, Texas Edition* (Harcourt, Inc., 2003), ISBN 0153342293
- *Harcourt Horizons: About My Community—Activity Book* (Harcourt, Inc., 2003), ISBN 0153225955

Materials:

- audiocassette or digital voice recorder (optional)
- colored pencils (optional)
- crayons
- globe or map
- glue
- one-dollar bill
- paper: drawing, writing
- pencils
- scissors
- spiral notebook for vocabulary notebook
- stapler

Grading Procedures and Unit Assignment Checklists

Grades are calculated for Unit 4, Unit 5, and Unit 6. The semester grade is an average of the three unit grades. The unit grades will include a test and a project for each unit. The Units 4 and Unit 5 Tests and Projects are located in their respective Unit folders in this online course; the Unit 6 Test and Project are the Final Exam folder.

The Unit Tests and Unit Projects will be submitted **separately** to Texas Tech University K-12 to be graded. After the student has finished the Unit Test, scan or take digital photographs of the assigned pages, showing his or her work. Combine the images into a **single PDF** (see “Requirements for Creating PDFs” on the course home page).

Scan or photograph each Unit Project. (For audio or video projects, see “Audio Help” and “Video Help” on the course home page for information about saving these formats for upload.) Combine multiple images into a **single PDF**.

When you save your documents, use the naming convention given for each Unit Test or Unit Project as the name of your file. Upload the file according to the instructions given in the assignment.

Schedule for tests and projects

Unit 4:

- Days 91-92: Review for Unit 4 Test
- Day 93: Complete Unit 4 Test
- Days 94-96: Work on Unit 4 Project
- Days 97-100: Texas Mini Unit
- Day 100: Submit Unit 4 Project

Unit 5

- Days 121-122: Review for Unit 5 Test
- Day 123: Complete Unit 5 Test
- Days 124-125: Work on Unit 5 Project
- Day 125: Submit Unit 5 Project

Unit 6

- Days 145-149: Work on Unit 6 Project
- Days 148-149: Review for Unit 6 Test and finish Project
- Day 150: Complete Unit 6 Test
Submit Unit 6 Project

Unit Projects

Your student must complete a project for each unit. The student has the option of creating his or her own project or choosing one of those listed in **Suggested Projects** in this course. If the student chooses a topic, he or she must choose a topic based on the information presented in the unit, and it must be approved by Texas Tech University K-12. The student must also complete a **Unit Topic Planner**. Please submit these to Texas Tech University K-12 no later than one week after your student begins the unit.

The student's teacher will send feedback regarding whether or not your project has been approved. You will find it in the **My Grades** area of this course.