



# Grade 2 Science and Social Studies Year At-A-Glance

**Science Theme: Change Occurs All Around Us** | Students examine how water changes phase, how forces change motion, how life cycles change living things, and how weather changes Earth.

**Social Studies Theme: The United States of America** | Students are introduced to the lives of Americans and their contributions to the United States as well as the heritage of the American Indians, past and present, and will recognize that the United States is a land of people who have diverse ethnic origins, customs, and traditions, united by common principles.

<b>Quarter 1</b>	<b><u>SOCIAL STUDIES</u></b> Unit 1: Good Citizenship (about 7 days)	<b><u>SCIENCE</u></b> Unit 1: Changes in Weather (about 12 days)	<b><u>SCIENCE</u></b> Unit 2: Changes in Surroundings (about 13 days)	<b><u>SOCIAL STUDIES</u></b> Unit 2: Geography (about 7 days)	<b><u>SOCIAL STUDIES</u></b> Unit 3: American Symbols and Historic Landmarks (about 8 days)
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+2 days for SOCIAL STUDIES: Famous Americans & Holidays

<b>Quarter 2</b>	<b><u>SOCIAL STUDIES</u></b> Unit 4: Indigenous Peoples (about 16 days)	<b><u>SCIENCE</u></b> Unit 3: The Role of Plants (about 10 days)	<b><u>SCIENCE</u></b> Units 4: Changes in Habitat (about 10 days)
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+6 days for SOCIAL STUDIES: Famous Americans & Holidays

<b>Quarter 3</b>	<b><u>SOCIAL STUDIES</u></b> Unit 5: European Exploration (about 6 days)	<b><u>SOCIAL STUDIES</u></b> Unit 6: Forming an American Nation (about 8 days)	<b><u>SCIENCE</u></b> Unit 5: Changes in Living Things (about 10 days)	<b><u>SCIENCE</u></b> Unit 6: Changes in Matter (about 17 days)
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+1 day for SOCIAL STUDIES: Famous Americans & Holidays

<b>Quarter 4</b>	<b><u>SOCIAL STUDIES</u></b> Unit 7: Changemakers in US History (about 16 days)	<b><u>SCIENCE</u></b> Unit 7: Changes Caused by Forces (about 18 days)	<b><u>SOCIAL STUDIES</u></b> Unit 8: Economics (about 10 days)
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+3 days for SOCIAL STUDIES: Famous Americans & Holidays

**Unit guides will be released prior to the start of each quarter.**

**Note:** Science and Engineering Practices (SEPs), SOL 2.1a-f, and Social Studies essential skills, SOL 2.a-j, should be embedded throughout the year rather than taught in isolation. *Famous Americans & Holidays* will be taught throughout the year (15 days), in context and with proximity to major holidays.

Quarter	Unit	Suggested Time	Standards of Learning
Quarter 1	<b><u>SOCIAL STUDIES</u></b> <u>Unit 1: Good Citizenship</u>	about 7 days	<p><b>2.1 The student will apply history and social science skills to distinguish between the rights and responsibilities that individuals have in the United States including, but not limited to</b></p> <ul style="list-style-type: none"> <li>a) exercising freedom of expression; b) exercising freedom of religion; c) understanding equal protection; d) voting for local, state, and national representatives; e) respecting and following laws; f) practicing honesty and trustworthiness; and g) respecting the rights, beliefs, and opinions of others.</li> </ul> <p><b>2.2 The student will apply history and social science skills to understand citizenship by</b></p> <ul style="list-style-type: none"> <li>a) identifying the benefits of being a U.S. citizen; and</li> <li>b) identifying the responsibilities of being a U.S. citizen.</li> </ul>
	<b><u>SCIENCE</u></b> <u>Unit 1: Changes in Weather</u>	about 12 days	<p><b>2.6 The student will investigate and understand that there are different types of weather on Earth. Key ideas include</b></p> <ul style="list-style-type: none"> <li>a) different types of weather have specific characteristics;</li> <li>b) measuring, recording, and interpreting weather data allows for identification of weather patterns; and</li> <li>c) tracking weather allows us to prepare for the weather and storms.</li> </ul>
	<b><u>SCIENCE</u></b> <u>Unit 2: Changes in Surroundings</u>	about 13 days	<p><b>2.7 The student will investigate and understand weather patterns and seasonal changes affect plants, animals, and their surroundings. Key ideas include</b></p> <ul style="list-style-type: none"> <li>a) weather and seasonal changes affect the growth and behavior of living things;</li> <li>b) wind and weather can change the land; and</li> <li>c) changes can happen quickly or slowly over time.</li> </ul>
	<b><u>SOCIAL STUDIES</u></b> <u>Unit 2: Geography</u>	about 7 days	<p><b>2.11 The student will apply history and social science skills to develop geographic mapping skills using world maps and globes by</b></p> <ul style="list-style-type: none"> <li>a) locating the countries of North America and the bordering oceans; and</li> <li>b) identifying major rivers, mountain ranges, lakes and other physical features in the United States.</li> </ul>
	<b><u>SOCIAL STUDIES</u></b> <u>Unit 3: American Symbols and Historic Landmarks</u>	about 8 days	<p><b>2.4 The student will apply history and social science skills to recognize state and national symbols including, but not limited to</b></p> <ul style="list-style-type: none"> <li>a) locating the Virginia and United States capitals and capitol building; b) explaining the meaning behind symbols including, but not limited to the American flag, bald eagle, Washington Monument, Liberty Bell, and Statue of Liberty; and c) learning about the meaning of the American flag and the words chosen in the Pledge of Allegiance and the national anthem.</li> </ul> <p><b>2.12 The student will apply history and social science skills to connect geography to landmarks and historic events including, but not limited to</b></p> <ul style="list-style-type: none"> <li>a) the Jefferson Memorial and the Lincoln Memorial; b) Valley Forge and George Washington's crossing of the Delaware River; and c) Yellowstone National Park.</li> </ul>
During Quarter 1	<i>Learning experiences are embedded in respective units.</i>	about 2 days	<p><b>2.3 The student will apply history and social science skills to explain how communities honor local and national traditions and recognize designated Virginia holidays including, but not limited to</b></p> <ul style="list-style-type: none"> <li>a) Labor Day; b) Columbus Day (Indigenous Peoples' Day) and Yorktown Victory Day.</li> </ul>

Quarter	Unit	Suggested Time	Standards of Learning
Quarter 2	<p align="center"><b><u>SOCIAL STUDIES</u></b>  <b>Unit 4:</b>  <u>Indigenous Peoples</u></p>	about 16 days	<p><b>2.5 The student will use history and social science skills to identify the geographic locations, use of resources, and identify the contributions of Indigenous people past and present including</b></p> <ul style="list-style-type: none"> <li>a) Indigenous nations and tribes of the Eastern Woodlands;</li> <li>b) Indigenous nations and tribes of the Plains;</li> <li>c) Indigenous nations and tribes of the Southwest; and</li> <li>d) understanding tribal sovereignty, the importance of land, history, and culture.</li> </ul> <p><b>2.13 The student will apply history and social science skills to understand basic economic principals by</b></p> <ul style="list-style-type: none"> <li>a) identifying natural resources (e.g., water, soil, wood, coal), human resources (i.e. people at work), and capital resources (e.g., machines, tools computers, buildings); and</li> <li>d) explaining that scarcity (having limited resources) requires people to make choices about producing and consuming goods and services.</li> </ul>
	<p align="center"><b><u>SCIENCE</u></b>  <b>Unit 3: The Role of Plants</b></p>	about 10 days	<p><b>2.8 The student will investigate and understand that plants are important natural resources. Key ideas include</b></p> <ul style="list-style-type: none"> <li>a) the availability of plant products affects the development of a geographic area;</li> <li>b) plants provide oxygen, homes, and food for many animals; and</li> <li>c) plants can help reduce the impact of wind and water.</li> </ul>
	<p align="center"><b><u>SCIENCE</u></b>  <b>Unit 4: Changes in Habitat</b></p>	about 10 days	<p><b>2.5 The student will investigate and understand that living things are part of a system. Key ideas include</b></p> <ul style="list-style-type: none"> <li>a) plants and animals are interdependent with their living and nonliving surroundings;</li> <li>b) an animal's habitat provides all of its basic needs; and</li> <li>c) habitats change over time due to many influences.</li> </ul>
During Quarter 2	<i>Learning experiences are embedded in respective units.</i>	about 6 days	<p><b>2.3 The student will apply history and social science skills to explain how communities honor local and national traditions and recognize designated Virginia holidays including, but not limited to</b> c) Election Day; d) Veterans Day; e) Thanksgiving Day; f) Christmas Day; g) New Year's Day; and h) Martin Luther King Jr. Day.</p>

Quarter	Unit	Suggested Time	Standards of Learning
Quarter 3	<b><u>SOCIAL STUDIES</u></b> <u>Unit 5: European Exploration</u>	about 6 days	<b>2.6 The student will use history and social science skills to identify the geographical location, use of resources, and contributions of European explorers, and their influences on the development of North America including, but not limited to the English, French, and Spanish.</b>
	<b><u>SOCIAL STUDIES</u></b> <u>Unit 6: Forming an American Nation</u>	about 8 days	<b>2.7 The student will apply history and social science skills to describe the revolutionaries who fought for America’s freedom (1764-1781) including, but not limited to</b> a) John Adams; b) Benjamin Franklin; c) Alexander Hamilton; d) Patrick Henry e) Thomas Jefferson; f) James Madison (Father of the Constitution); g) Paul Revere; and h) George Washington (Father of our Country).  <b>2.8 The student will apply history and social science skills to understand the principles of American democracy and relate them to the founding of the nation by</b> a) identifying reasons for the settlement of the thirteen colonies; b) explaining the relationships between the colonies and Great Britain; and c) identifying key components of the Declaration of Independence.  <b>2.9 The student will apply history and social science skills to understand key events in United States history including, but not limited to</b> a) recognizing the reasons for moving the nation’s capital from Philadelphia to Washington, D.C. and the importance of the nation’s capital; and b) describing the impact of the Louisiana Purchase on the westward expansion of the United States.  <b>2.12 The student will apply history and social science skills to connect geography to landmarks and historic events including, but not limited to</b> b) Valley Forge and George Washington’s crossing of the Delaware River.
	<b><u>SCIENCE</u></b> <u>Unit 5: Changes in Living Things</u>	about 10 days	<b>2.4 The student will investigate and understand that plants and animals undergo a series of orderly changes as they grow and develop. Key ideas include</b> a) animals have life cycles; and b) plants have life cycles.
	<b><u>SCIENCE</u></b> <u>Unit 6: Changes in Matter</u>	about 17 days Assessment Window Week of 03/23/26 <i>required PBA</i>	<b>2.3 The student will investigate and understand that matter can exist in different phases. Key ideas include</b> a) matter has mass and takes up space; b) solids, liquids, and gases have different characteristics; and c) heating and cooling can change the phases of matter.
During Quarter 3	<i>Learning experiences are embedded in respective units.</i>	about 1 day	<b>2.3 The student will apply history and social science skills to explain how communities honor local and national traditions and recognize designated Virginia holidays including, but not limited to</b> i) George Washington Day (Presidents’ Day).

Quarter	Unit	Suggested Time	Standards of Learning
Quarter 4	<p align="center"><b><u>SOCIAL STUDIES</u></b>  <u>Unit 7:</u>  <u>Changemakers in US History</u></p>	about 16 days	<p><b>2.10 The student will describe the contributions and roles of changemakers in United States history including, but not limited to</b></p> <ul style="list-style-type: none"> <li>a) Scholars and Inventors: Benjamin Franklin, Benjamin Banneker, Thomas Jefferson, George Washington Carver, Booker T. Washington, Orville and Wilbur Wright, Steve Jobs, Jonas Salk, Thomas Edison, Alexander Graham Bell, and Mary Jackson;</li> <li>b) Explorers and Adventurers: Meriwether Lewis, William Clark, Sacagawea, Neil Armstrong, and Amelia Earhart; and</li> <li>c) Reformers and Champions: Abraham Lincoln, Theodore Roosevelt, Helen Keller, Thurgood Marshall, Rosa Parks, Jackie Robinson, Cesar Chavez, Dr. Martin Luther King, Jr., Sen. Daniel Inouye, John F. Kennedy, and Barack Obama.</li> </ul>
	<p align="center"><b><u>SCIENCE</u></b>  <u>Unit 7: Changes Caused by Forces</u></p>	about 18 days	<p><b>2.2 The student will investigate and understand that different types of forces may cause an object's motion to change. Key ideas include</b></p> <ul style="list-style-type: none"> <li>a) forces from direct contact can cause an object to move;</li> <li>b) some forces, including gravity and magnetism, can cause objects to move from a distance; and</li> <li>c) forces have applications in our lives.</li> </ul>
	<p align="center"><b><u>SOCIAL STUDIES</u></b>  <u>Unit 8:</u>  <u>Economics</u></p>	About 10 days	<p><b>2.13 The student will apply history and social science skills to understand basic economic principals by</b></p> <ul style="list-style-type: none"> <li>a) identifying natural resources (e.g., water, soil, wood, coal), human resources (i.e. people at work), and capital resources (e.g., machines, tools computers, buildings);</li> <li>b) distinguishing between needs and wants;</li> <li>c) distinguishing between the use of barter and the use of money in the exchange for goods and services and describing how money makes trading easier than barter; and</li> <li>d) explaining that scarcity (having limited resources) requires people to make choices about producing and consuming goods and services.</li> </ul>
During Quarter 4	<p align="center"><i>Learning experiences are embedded in respective units.</i></p>	about 3 days	<p><b>2.3 The student will apply history and social science skills to explain how communities honor local and national traditions and recognize designated Virginia holidays including, but not limited to</b></p> <ul style="list-style-type: none"> <li>j) Memorial Day;</li> <li>k) Juneteenth; and</li> <li>l) Independence Day.</li> </ul>