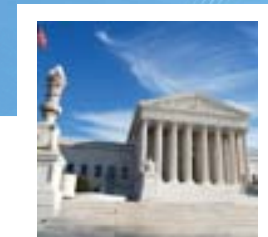
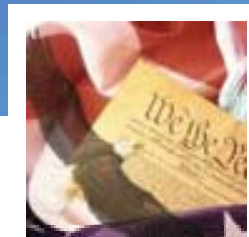


# Grade 2 Social Studies

## STAAR Field Guide



**STAAR**

The State of Texas Assessment of Academic Readiness (STAAR) is based on the Texas Essential Knowledge and Skills (TEKS). Most of the state standards, if they are eligible for assessment in a multiple choice/short answer format, will be assessed on STAAR.

STAAR is designed as a vertical system. Just as the TEKS are structured in a vertically aligned manner, so is STAAR. Learning from one grade level is aligned with learning at the next grade level. Some skills are developed over the course of a student’s educational career from kindergarten through high school, while other skills and learning may begin at a particular grade level and serve as the foundation for later learning. STAAR is an assessment of academic readiness. In other words, we can sum up the variation between the former assessment program (TAKS) and STAAR by reframing the questions we are asking.

**TAKS:** TAKS was designed to help teachers answer this question:

- Did students learn what they were supposed to learn in the current year’s grade?

**STAAR:** STAAR is designed to ensure that teachers answer these questions:

- Did students learn what they were supposed to learn in the current year’s grade?
- Are students ready for the next grade?
- And are they also ready for the grade after that?

So what’s the big deal about that shift? Fundamentally, it requires that teachers relook at curriculum and instruction in a very different way than they have under previous assessment systems (TABS, TEAMS, TAAS, TAKS). Not only are teachers required to have a deep understanding of the content of the grade level they are teaching, but they must also be firmly grounded in how the content of that current grade level prepares students for subsequent grade levels. Overemphasis on grade level attainment ONLY may create a context where teachers in subsequent grade levels have to reteach foundational skills to accommodate for the gap created by the lack of appropriate emphasis earlier. It may require students to “unlearn” previous ways of conceptualizing content and essentially start all over.

**STAAR: focus, clarity, depth**

The TEKS are designed to prepare students to succeed in college, in careers, and to compete globally. This is consistent with a growing national consensus regarding the need to provide a more clearly articulated K–16 education program that focuses on fewer skills and addresses those skills in a deeper manner (TEA).

STAAR is designed around three concepts: focus, clarity, and depth:

**Focus:** STAAR will focus on grade level standards that are critical for that grade level and the ones to follow.

**Clarity:** STAAR will assess the eligible TEKS at a level of specificity that allows students to demonstrate mastery.

**Depth:** STAAR will assess the eligible TEKS at a higher cognitive level and in novel contexts.

**STAAR: the assessed curriculum – readiness, supporting, and process standards**

A key concept that underpins the design of STAAR is that all standards (TEKS) do not play the same role in student learning. Simply stated, some standards (TEKS) have greater priority than others – they are so vital to the current grade level or content area that they must be learned to a level of mastery to ensure readiness (success) in the next grade levels. Other standards are important in helping to support learning, to maintain a previously learned standard, or to prepare students for a more complex standard taught at a later grade.

By assessing the TEKS that are most critical to the content area in more rigorous ways, STAAR will better measure the academic performance of students as they progress from elementary to middle to high school. Based on educator committee recommendations, for each grade level or course, TEA has identified a set of readiness standards - the TEKS which help students develop deep and enduring understanding of the concepts in each content area. The remaining knowledge and skills are considered supporting standards and will be assessed less frequently, but still play a very important role in learning.

**Readiness standards** have the following characteristics:

- They are essential for success in the current grade or course.
- They are important for preparedness for the next grade or course.
- They support college and career readiness.
- They necessitate in-depth instruction.
- They address broad and deep ideas.

**Supporting standards** have the following characteristics:

- Although introduced in the current grade or course, they may be emphasized in a subsequent year.
- Although reinforced in the current grade or course, they may be emphasized in a previous year.
- They play a role in preparing students for the next grade or course but not a central role.
- They address more narrowly defined ideas.

**STAAR assesses the eligible TEKS at the level at which the TEKS were written.**

STAAR is a more rigorous assessment than TAKS (and TAAS, TEAMS, TABS before that). The level of rigor is connected with the cognitive level identified in the TEKS themselves. Simply stated, STAAR will measure the eligible TEKS at the level at which they are written.

The rigor of items will be increased by

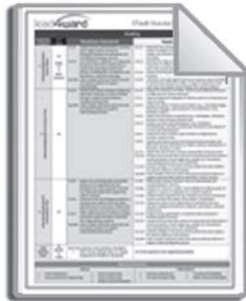
- assessing content and skills at a greater depth and higher level of cognitive complexity
- assessing more than one student expectation in a test item

The rigor of the tests will be increased by

- assessing fewer, yet more focused student expectations and assessing them multiple times and in more complex ways
- including a greater number of rigorous items on the test, thereby increasing the overall test difficulty

# About the STAAR Field Guide

The STAAR Field Guide for Teachers is designed as a tool to help teachers prepare for instruction. The tools and resources in this guide are designed to supplement local curriculum documents by helping teachers understand how the design and components of STAAR are connected to the scope and sequence of instruction. In order to help students attain even higher levels of learning as assessed on STAAR, teachers need to plan for increasing levels of rigor. This guide contains the following components:



**STAAR Grade Level Snapshot** – one page overview of the standards assessed on STAAR, how those standards are classified (readiness, supporting, or process), the reporting categories around which those standards are clustered, and the number of items that will be on the test from each reporting category and from each type of standard.



**STAAR Readiness Standards: A Vertical Look** – a vertical look at the readiness standards in grade bands to show the progression of the assessment between grade levels



**STAAR Readiness and Supporting Standards Analysis Sheets**– overviews of the nature of each readiness and supporting standard assessed on STAAR, designed to be used in planning to build teacher content knowledge and ensure that current grade level instruction reinforces previous learning and prepares students for future grade levels.



**STAAR-Curriculum Planning Worksheet** – a tool to organize the pages in this guide to be used in planning and professional development

### Steps to Success

1. Download the TEA Documents to add to your STAAR Teacher Field Guide
  - STAAR Blueprint
  - Assessed Curriculum Documents
  - STAAR Test Design
  - STAAR Reference Materials
2. Review the STAAR Snapshot for your course/grade level and content area
  - Note the readiness standards
  - With your team, explore why those TEKS are classified as readiness standards – which criteria do they meet
  - Review the supporting standards and note any that may have played a larger role on TAKS
3. Review the STAAR Readiness Standards: A Vertical Look
  - Discuss how the readiness standards connect between grade levels
  - Explore the specific differences between the aligned readiness standards at each grade level
4. Review the components of the STAAR Readiness and Supporting Standards Analysis Sheets
  - Use the samples on pages 6 and 7 to explore the analysis sheets
  - Add additional information based on the discussion by the team
5. Create STAAR-Curriculum Planning Packets for each unit or grading period
  - Collect either the Scope and Sequence document (if it includes the TEKS standards for each unit of instruction) OR Unit Plan documents (where the TEKS standards are bundled together into units of instruction)
  - The STAAR Field Guide is arranged by standard type (readiness or supporting) in numeric order of the standards. You may need to photocopy certain pages/standards if they are repeated throughout multiple units.
  - Use the scope and sequence or unit plan documents to identify the TEKS taught in each unit/grading period
  - Compile the STAAR Readiness and Supporting Standards Analysis Sheets that correspond to the TEKS each unit/grading period
  - After the pages/standards are sorted into their appropriate unit, create a method of organizing the documents (binder, folder, file, etc).
6. Plan for instruction
  - Collect the curriculum documents used for planning
  - Use the STAAR- Curriculum Planning Worksheet as you plan each unit. The worksheet provides guiding questions and reflection opportunities to aide you in maximizing the material in the STAAR Field Guide.
  - Determine where the team needs additional learning
  - Evaluate instructional materials
  - Review the plan for appropriate levels of rigor

## How to read STAAR Readiness Standards analysis pages

Student Expectation

Texas Essential Knowledge and Skills Statement

Standard and Indication of  
"Readiness" or "Supporting"

Grade and Subject

**5.3A Readiness**  
Grade 5 Math

(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to

**(A) use addition and subtraction to solve problems involving whole numbers and decimals;**

**Content Builder**  
What do the students need to know?  
Content:  
• Addition  
• Whole numbers  
• Decimals  
• Subtraction  
• Whole numbers  
• Decimals  
Connections  
In previous grades students added and subtracted decimals to the hundredths place using concrete objects and pictorial models. This supports the learning in grade 5 as students are using addition and subtraction to solve problems involving decimals.  
To what degree will this learning impact learning two years down the road?  
This learning will impact future learning as students will continue to be asked to use addition, subtraction, multiplication, and division to solve problems involving fractions and decimals.

**Academic Vocabulary**  
• Add  
• Subtract  
• Decimal

**Rigor Implications**  
Verb  
• Add  
• Subtract  
• Solve  
Level of Bloom's Taxonomy  
• Applying

**Instructional Implications**  
To appropriately adhere to the standard, students should be provided the opportunity to solve a variety of problems using addition and subtraction involving both whole numbers and decimals.

**Distractor Factor**  
Teachers should look for students who may be struggling with the addition when the whole is broken up into a decimal, or when the decimals add up to more than a whole.

**Level of Difficulty**

**Content Builder-** The basics of the content within the standard are extracted in a bulleted list. Connections to prior learning/other standards are explained. Future implications of mastery of this standard are described to assist in understanding the impact of this learning in the future.

**Rigor Implications-** Uses the verb(s) from the Student Expectation to indicate the cognitive complexity of the standard and which level of Bloom's Taxonomy should be addressed during instruction, Instructional implications are also highlighted.

**Distractor Factor -** Alerts teachers to areas where students traditionally struggle, have misconceptions, or may need reinforcement.

**Academic Vocabulary-** Vocabulary words are extracted directly from the standard and/or associated with the instruction of the content within the standard.

**Level of Difficulty-** Standards are labeled either Challenging or Moderate. This determination is made by the campus using previous year data.

## How to read STAAR Supporting Standards analysis pages

Student Expectation

Texas Essential Knowledge and Skills Statement

Standard and Indication of  
"Readiness" or "Supporting"

Grade and Subject

(5.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to

**5.1B Supporting**  
Grade 5 Math

**(B) use place value to read, write, compare, and order decimals through the thousandths place.**

**Supporting the Readiness Standards**  
What Readiness Standard(s) or concepts from the Readiness Standards does it support?  
5.3A use addition and subtraction to solve problems involving whole numbers and decimals.  
How does it support the Readiness Standard(s)?  
This standard supports 5.3A by providing students continued practice reading, writing, comparing, and ordering decimals. This will support students as they solve addition and subtraction problems involving decimals.  
*May be adjusted according to local curriculum.*

**Academic Vocabulary**  

- Compare
- Order
- Decimal
- Tenths
- Hundredths
- Thousandths

**Rigor Implications**  
Verb  

- Write
- Compare
- Order

Level of Bloom's Taxonomy  

- Analyzing

**Instructional Implications**  
To appropriately adhere to the standard, students should be provided the opportunity to practice reading numbers aloud using place value, writing numbers that have been dictated using place value, and comparing and ordering decimals based on their the value.

**Supporting the Readiness Standards** - Most supporting standards support a readiness standard in the current grade level. This section discusses the relationships of the standards that are often taught together.

**Rigor Implications**- Uses the verb(s) from the Student Expectation to indicate the cognitive complexity of the standard and which level of Bloom's Taxonomy should be addressed during instruction, Instructional implications are also highlighted.

**Academic Vocabulary**- Words are extracted directly from the standard and/or associated with the instruction of the content within the standard.

# Curriculum - STAAR Planning Worksheet



Course/Grade Level \_\_\_\_\_

Readiness Standards	
---------------------	--

Content Area \_\_\_\_\_

Grading Period/Unit \_\_\_\_\_

Supporting Standards	
----------------------	--

Action Steps	Guiding Questions & Notes
Read each analysis page.	<p>What stands out?</p> <p>How many of the standards are a “Challenging” level of difficulty?</p> <p>How many of the standards are a high level of rigor (above apply on Bloom’s Taxonomy)?</p>
<i>Content Builder</i> (Readiness Standards only)	<p>What other connections could you add to this section? Write them on your analysis pages!</p> <p>This content important for students’ future learning. How will you assess retention?</p>
<i>Supporting the Readiness Standards</i> (Supporting Standards only)	<p>How can you use this information as you plan lessons?</p> <p>Do the supporting standards match with the readiness standards in your unit bundle? If not, arrange them according to your curriculum. Address the questions again “Which Readiness Standards does it support? How does it support the Readiness Standard(s)?”</p>





Action Steps	Guiding Questions & Notes
Vocabulary	<p>What strategies will you use to ensure mastery of the vocabulary for each standard in this unit?</p> <p>What is your plan if students do not master the vocabulary?</p>
Use the <i>Distractor Factor</i>	<p>How can you address the information in the Distractor Factor section?</p> <p>From your teaching experience, is there anything you would add to this? Write it on your analysis pages!</p>
<b>Reflection</b>	<p>How have you taught this content in the past?</p> <p>How will you teach it differently this year?</p> <p>How will you utilize the readiness and supporting standards for formative and summative assessment?</p>

Reporting Category*	Readiness Standards	Supporting Standards
1 History	<p>2.1.A explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving</p> <p>2.2.A describe the order of events by using designations of time periods such as historical and present times*</p> <p>2.4.C explain how people and events have influenced local community history*</p>	<p>2.1.B identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings</p> <p>2.2.B apply vocabulary related to chronology, including past, present, and future*</p> <p>2.2.C create and interpret timelines for events in the past and present*</p> <p>2.3.A identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources*</p> <p>2.3.B describe various evidence of the same time period using primary sources such as photographs, journals, and interviews*</p> <p>2.4.A identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation</p> <p>2.4.B identify historical figures such as Amelia Earhart, W. E. B. Dubois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness</p>
2 Geography and Culture	<p>2.7.A describe how weather patterns and seasonal patterns affect activities and settlement patterns*</p> <p>2.7.C explain how people depend on the physical environment and natural resources to meet basic needs*</p> <p>2.7.D identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns*</p> <p>2.16.A identify the significance of various ethnic and/or cultural celebrations*</p>	<p>2.6.C examine information from various sources about places and regions*</p> <p>2.7.B describe how natural resources and natural hazards affect activities and settlement patterns*</p> <p>2.8.A identify ways in which people have modified the physical environment such as building roads, clearing land for urban development and agricultural use, and drilling for oil*</p> <p>2.8.B identify positive and negative consequences of human modification of the physical environment such as the use of irrigation to improve crop yields*</p> <p>2.8.C identify ways people can conserve and replenish natural resources*</p> <p>2.15.A identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage</p> <p>2.15.B explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage</p> <p>2.16.B compare ethnic and/or cultural celebrations*</p>
3 Government and Citizenship	<p>2.11.A identify functions of governments such as establishing order, providing security, and managing conflict*</p> <p>2.11.B identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community</p> <p>2.12.C identify ways that public officials are selected, including election and appointment to office*</p> <p>2.14.D identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom</p>	<p>2.11.C describe how governments tax citizens to pay for services</p> <p>2.12.A name current public officials, including mayor, governor, and president</p> <p>2.12.B compare the roles of public officials, including mayor, governor, and president</p> <p>2.12.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</p> <p>2.13.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*</p> <p>2.13.B identify historical figures such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers, and Sojourner Truth who have exemplified good citizenship</p> <p>2.13.C identify other individuals who exemplify good citizenship*</p> <p>2.13.D identify ways to actively practice good citizenship, including involvement in community service</p> <p>2.14.A recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag</p> <p>2.14.B identify selected patriotic songs, including "The Star Spangled Banner" and "America the Beautiful"</p> <p>2.14.C 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</p>
4 Economics, Science, Technology and Society	<p>2.9.A explain how work provides income to purchase goods and services</p> <p>2.10.A distinguish between producing and consuming*</p> <p>2.17.B explain how science and technology change the ways in which people meet basic needs*</p>	<p>2.9.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>2.10.B identify ways in which people are both producers and consumers*</p> <p>2.10.C examine the development of a product from a natural resource to a finished product*</p> <p>2.17.A describe how science and technology change communication, transportation, and recreation</p>

**Process Standards (Social Studies Skills and Processes)**

- 2.5.A interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys
- 2.5.B create maps to show places and routes within the home, school, and community
- 2.6.A identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes
- 2.6.B locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes
- 2.18.A obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music
- 2.18.B obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts
- 2.18.C use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate information
- 2.18.D sequence and categorize information
- 2.18.E interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting
- 2.19.A express ideas orally based on knowledge and experiences
- 2.19.B create written and visual material such as stories, poems, maps, and graphic organizers to express ideas
- 2.20.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
- 2.20.B use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision

\* = Aligned with STAAR Assessed Curriculum

**NOTE:** *The classification of standards on this TEKS Snapshot represents the reviewed and synthesized input of a sample of Texas Social Studies educators. This TEKS Snapshot DOES NOT represent a publication of the Texas Education Agency. District curriculum materials may reflect other classifications.*

**(2.1) History.** The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:

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



### Content Builder

#### What do the students need to know?

##### Content

People celebrate what is important to them. Celebrations unite us and remind us of what is important. They emphasize what makes us unique as a people and help forge a bond through shared experiences.

- Historical significance of community celebrations
  - (Choose appropriate celebrations.)
- Historical significance of state celebrations
  - (Choose appropriate celebrations.)
- Historical significance of national celebrations such as
  - Veterans Day: unites communities in appreciation of members who have served the nation in the military. Celebrated with parades on November 11 to commemorate the cessation of hostilities in the first world war (on the 11th hour of the 11th day of the 11th month).
  - Memorial Day: (formerly Decoration Day) unites communities in remembering soldiers who died in war, celebrating their contributions to the continuation of the U.S. constitutional republic. Soldiers' graves are decorated with flowers; ceremonies are held at cemeteries, including the playing of "Taps." First celebrated as Decoration Day following the Civil War. Celebrated on the last Monday in May.
  - Independence Day: unites communities in remembering ideals upon which the country was founded. Parades and fireworks displays are held, the Declaration of Independence is read. Celebrated on July 4 to remember the signing of the Declaration of Independence on July 4, 1776.
  - Thanksgiving: unites communities by bringing together families to remember the Pilgrims – their survival in a new land and their commitment to freedom in a new land. Families give thanks for their families and for living in country where they are free and can celebrate with family. Celebrated the fourth Thursday in November.

##### Connections

This standard is related to concepts of human characteristics of place and communities.

#### To what degree will this learning impact learning 2 years down the road?

In the primary grades (K-2), students build a foundation for understanding communities by learning that communities celebrate what is important to them. In Kindergarten, students studied the reasons for national patriotic holidays (Presidents' Day, Veterans Day, Independence Day). In Grade 1, students studied the origins of holidays and celebrations of community, state, and nation (San Jacinto Day, Independence Day, Veterans Day). In Grade 2, students explain the significance of celebrations (Veterans Day, Memorial Day, Independence Day, and Thanksgiving).

In Grade 3, students elevate their understanding from holidays to communities, recognizing that communities have common characteristics. Students make the connection that communities are formed around a shared need (including a need for security, religious freedom, law, and material well-being). Holidays are one way communities recognize those common needs.

In Grade 4, (and continuing through Grade 12) the focus of social studies courses changes from learning about social studies concepts to applying the social studies concepts to specific content. Grade 4 content is Texas history. There is no direct connection between the content of 2.1A and Grade 4 TEKS, though state holidays and celebrations are included in 4.16D and 4.18B.



### Academic Vocabulary

- History
- Landmark
- State
- Nation
- Community
- Patriotic



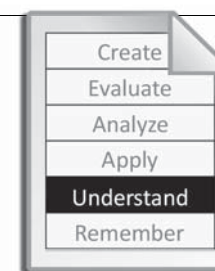
### Rigor Implications

#### Verb

- Explain

#### Level of Bloom's Taxonomy

- Understanding



#### Instructional Implications

In addition to national celebrations listed in the TEKS, include appropriate state and local celebrations. Focus on the historical significance of the celebrations.

Students are just beginning to learn about historical events and see the relationship between events of the past and their effect on life in the present.

What are some community, state, and national celebrations? What events do they celebrate? Why are they significant?



### Distractor Factor

Young children often have difficulty differentiating between community, state, and nation.



### Level of Difficulty (based on local data)

- Moderate  Challenging

**(2.2) History.** The student understands the concepts of time and chronology. The student is expected to:

**(A) describe the order of events by using designations of time periods such as historical and present times**



### Content Builder

#### What do the students need to know?

##### Content

Historical time periods are a measure of relative time and depend on context.

- Historical times: periods of time concerning history and past events; periods of time past
- Present times: the period of time occurring now

##### Connections

This standard is related to concepts of chronology (time, sequence, past/present) and history, especially relative chronology. It is also related to 2.2C, create and interpret timelines.

#### To what degree will this learning impact learning 2 years down the road?

In Grade 2, students are developing an understanding of relative chronology in terms of large time frames (past, present, future, historical times, present times). In Grade 3, students continue their understanding of chronology by creating and interpreting timelines, using specific terms (year, decade, century) to help describe the relationship among events by describing intervals of time between events.

Beginning with Grade 4, students learn about historical events in Texas history that occur in specific historical time periods (i.e., Texas history time periods include Exploration, Colonization, Texas Revolution).



### Academic Vocabulary

- Time
- Chronology
- Time period
- Historical
- Present



### Rigor Implications

#### Verb

- Describe

#### Level of Bloom's Taxonomy

- Remembering



#### Instructional Implications

As students begin to understand the concept of history by talking about events in their lives and in the life of the local community, introduce the idea that history is divided into time periods to make it easier to discuss events and their relationship to each other – relative chronology. Use 2.2C (create and interpret timelines) to help students build an understanding of historical times.



### Distractor Factor

Students can sometimes be confused with the concept of the present. They know that present means now, and that yesterday and last year happened in the past. However, in talking about historical time periods, yesterday, last year, and even 10 years ago are part of the present times. The scope of time is hard for young children to grasp.



### Level of Difficulty (based on local data)

- Moderate  Challenging

# Grade 2 Social Studies

**(2.4) History.** The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:

## (C) explain how people and events have influenced local community history



### Content Builder

#### What do the students need to know?

##### Content

People and events influence local community history.

This readiness standard introduces the main focus of Grade 2 social studies: “students focus on a study of their local community by examining the impact of significant individuals and events on the history of the community.” In Grade 2, students develop broad understanding of social studies concepts while learning about the local community. This standard presents a fundamental piece of learning about the local community that underlies the course’s focus.

##### Connections

This standard is supported by student expectations 2.4A and 2.4B that provide examples of historical figures to include. It is related to concepts of change, history, and community.

#### To what degree will this learning impact learning 2 years down the road?

The K-3 courses develop conceptual understandings that are used throughout K-12 social studies. In Grade 3 social studies, the local community will again be the focus, expanding learning to focus more deeply on concepts introduced in Grade 2 and on the way the community works (i.e., economics, government). Grade 4 looks at Texas history, including the people and events that have influenced the history of the state community.



### Academic Vocabulary

- Historical figure
- Patriot
- Good citizen
- Influence
- Community



### Rigor Implications

#### Verb

- Explain

#### Level of Bloom’s Taxonomy

- Understanding

#### Instructional Implications

This student expectation focuses on the history of the local community and how people and events have influenced local community history. Investigate local community history to determine appropriate events and individuals to include in instruction.

Provide students with opportunities to learn about people and events that have influenced community history (local, state, and nation).

Provide opportunities for students to explain how people and events have influenced local community history. Aligning with significant national events and ideas can help choose local events and people.

Who are the people who have influenced the community? What events influenced the community? How have they influenced the community? Local historical organizations and long-time residents can help provide content related to the local community (people and events that have influenced the local community).



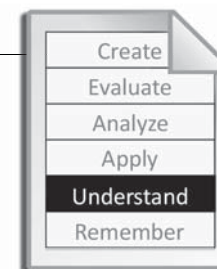
### Distractor Factor

Just because people and events are local does not mean that they do not have significant connections to the same major concepts as better-known national people and events. (The courage exhibited by a local individual in standing up for equality is as important as Eleanor Roosevelt’s or Martin Luther King’s.)



### Level of Difficulty (based on local data)

- Moderate  Challenging



**(2.7) Geography.** The student understands how physical characteristics of places and regions affect people’s activities and settlement patterns. The student is expected to:

**(A) describe how weather patterns and seasonal patterns affect activities and settlement patterns**



### Content Builder

#### What do the students need to know?

##### Content

Physical characteristics of places and regions affect people’s activities and settlement patterns.

People settle and work in places that can help them meet their needs. People tend to prefer places that are flat and fertile with access to water and where the climate and weather patterns are not too extreme (i.e., inhospitable places such as extreme cold, deserts, mountainous terrain). There is a relationship between the physical characteristics of place and the human characteristics of the place in that humans adapt to and modify the environment (2.8).

- Weather patterns and seasonal patterns affect people’s activities. Examples could include:
  - If the land is suitable for agriculture, people are likely to live in rural communities and farm or ranch. (In the Midwest, the land and weather are conducive to agricultural activity, so people farm the land and raise crops such as corn and soybeans.)
  - The flood plain areas near rivers are flat and fertile, but may require periodic evacuation.
  - In Colorado, the mountainous terrain and winter snowfall are conducive to snow-skiing and other winter recreational activities. In coastal Mexico, the winter weather patterns are conducive to beach and boating activities.
  - Many people who live in more northern locations move south in the winter to places that are warmer in winter.

##### Connections

This standard aligns with Readiness Standards 2.7C and 2.7D and is supported by Supporting Standard 2.7B (describe how natural resources and natural hazards affect activities and settlement patterns). It connects to concepts of geography including location, physical characteristics of place, and human characteristics of place. The physical characteristics of the environment (weather and seasonal patterns) affect the human characteristics of a place (including settlement patterns). Use social studies skills to recognize the causal relationships among weather patterns, people’s activities, and settlement patterns.

#### To what degree will this learning impact learning 2 years down the road?

In Kindergarten and Grade 1, students learned about physical and human characteristics. In Grade 2, students begin to relate the physical and human characteristics of place, looking at how physical characteristics affect people (their activities and settlement patterns). Grade 3 continues the study of the relationship between people and their environment, looking at physical processes (volcanoes, hurricanes, earthquakes).



### Academic Vocabulary

- Weather patterns
- Seasonal patterns
- Settlement patterns



### Rigor Implications

#### Verb

- Describe

#### Level of Bloom’s Taxonomy

- Understanding

#### Instructional Implications

Provide opportunities for students to recognize patterns over time. Use with maps and globes (2.5). Instruction can be included with discussions about the relationship between physical characteristics of place and the human characteristics of place (2.7, 2.8) and in discussions about changes over time (past, present), especially in discussions of how technology changes communities (2.17B).

Use the local community as a basis for foundational information and look at other communities, examining information from various sources about places and regions (2.6C). (Other places have patterns in weather and seasons, which affect people’s activities, but they are often different from ours.

There are patterns related to where people live, as well. (Why do people live where they do?)



### Distractor Factor

There are many factors that affect where people live; weather patterns and seasonal patterns are just some of them.



### Level of Difficulty (based on local data)

- Moderate  Challenging



# Grade 2 Social Studies

**(2.7) Geography.** The student understands how physical characteristics of places and regions affect people’s activities and settlement patterns. The student is expected to:

## (C) explain how people depend on the physical environment and natural resources to meet basic needs



### Content Builder

#### What do the students need to know?

##### Content

People depend on the physical environment and natural resources to meet basic needs (food, clothing, shelter – K.6A). Examples include food grown on the land (i.e., oranges, lettuce, beef), clothing made from natural resources (i.e., cotton, wool), and shelter built from natural resources (i.e., lumber, rocks, granite).

##### Connections

This standard connects to Readiness Standard 2.7A as well as Supporting Standard 2.7B. It connects to economics concepts and content, including choices (2.9B) and products made from natural resources (2.10C). It is related to geography concepts.

#### To what degree will this learning impact learning 2 years down the road?

In earlier courses (K-1), students identified and described the physical characteristics of place and began to develop an understanding of the relationship between the physical characteristics, the geographic location, and people. In Grade 2, students continue to deepen the understanding of the relationship between the natural environment and human activities to meet their needs, specifically how people use the natural environment to meet their needs. In Grade 3, students will look at how humans modify the environment to meet their needs.



### Academic Vocabulary

- Physical environment
- Natural resources
- Basic needs



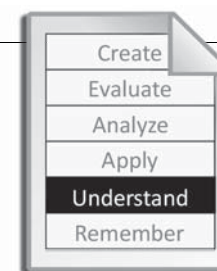
### Rigor Implications

#### Verb

- Explain

#### Level of Bloom’s Taxonomy

- Understanding



#### Instructional Implications

Review with students what they have learned in previous study (K-2) about social studies concepts, including physical characteristics of place, the physical environment, and basic needs.

Provide opportunities for students to take what they know about the physical environment of the local community (and other communities including the state and national communities) and what they know about the basic needs of people, to investigate how people use the physical environment to meet their needs. Use primary sources such as actual artifacts and photographs showing people using natural resources to meet their basic needs to provide students with opportunities to explain how natural resources (from the physical environment) are being used to meet needs.

Perhaps create graphic organizers listing basic needs and products used to meet those needs; then examine the products to identify natural resources used in the production process. Students verbalize their understanding using their graphic organizers. (People depend on the physical environment and natural resources to meet basic needs.)



### Distractor Factor

The economic concepts of needs and wants intersect with Geography concepts in this standard.



### Level of Difficulty (based on local data)

- Moderate  Challenging

**(2.7) Geography.** The student understands how physical characteristics of places and regions affect people’s activities and settlement patterns. The student is expected to:

**(D) identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns**



### Content Builder

#### What do the students need to know?

##### Content

People live in settlements with different characteristics. Though communities are formed to meet the needs of people, urban, suburban, and rural communities exhibit different characteristics and affect people’s lives.

- Urban communities are densely populated. They are cities with many large multi-family residences such as apartment buildings, as well as high-rise office buildings and other residences and businesses that are built close together. There is often little “open space” in a city.
- Suburban communities have residences and businesses that are built with more space between them. They usually have mostly single-family residences with yards. A large percentage of people in suburban communities often commute to the nearby city (urban area) to work or purchase goods and services.
- Rural communities usually have a large percentage of open space between buildings. Population density is less than in urban or suburban areas.

##### Connections

This standard connects to student understanding of geography concepts, including human characteristics of place. In Government standards, it connects with ways communities meet the needs of citizens (2.11), which may be met in different ways in different types of communities (urban areas more often have a variety of ways to meet resident needs for transportation, more varieties of ways to meet recreational needs, etc.).

#### To what degree will this learning impact learning 2 years down the road?

An understanding of the characteristics of urban, suburban, and rural communities will help students understand changes in communities over time as they study the local community more deeply in Grade 3, and Texas history (Grade 4).



### Academic Vocabulary

- Urban
- Suburban
- Rural
- Human characteristics of place
- Settlement



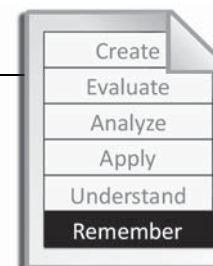
### Rigor Implications

#### Verb

- Identify

#### Level of Bloom’s Taxonomy

- Remembering



#### Instructional Implications

Provide students opportunities to identify the local community as urban, suburban, or rural. Many maps and statistics are available online to support learning related to this standard, as are pictures of urban, suburban, and rural areas to help students visualize the differences so they can identify urban, suburban, and rural communities.

- Urban communities, according to the U.S. Census Bureau, are “defined as densely developed residential, commercial and other nonresidential areas.” Urban communities have a center (urban nucleus) of more than 50,000 people and a population density of more than 1000 people per square mile.
- Suburban communities are included in urban areas in U.S. Census Bureau descriptions. In general understanding, however, suburban communities are less dense than urban communities, are usually more residential, and often serve as “bedroom communities” for urban areas.
- Rural communities, according to the U.S. Census Bureau, include “the population in any areas outside of those classified as “urban.” Rural areas are characterized by few homes and businesses; they are often related to agricultural pursuits, which require large areas of land. Towns or areas with fewer than 2500 people or a population density of less than 999 people per square mile are rural. A Frayer Model graphic organizer, or other similar organizer, can help students clarify the differences by defining the characteristics of the terms.

How do characteristics of different types of communities affect people’s lives? Why do people live where they do? One example is that suburban areas often require commuting to work and shopping, but provide larger homes and more yards/spaces for families than do urban areas.



### Distractor Factor

Though parts of urban areas may resemble suburban areas, and parts of suburban areas may resemble rural areas, the three are distinct, often in their relationship to the urban area.



### Level of Difficulty (based on local data)

- Moderate  Challenging



# Grade 2 Social Studies

**(2.9) Economics.** The student understands the value of work. The student is expected to:

## (A) explain how work provides income to purchase goods and services



### Content Builder

#### What do the students need to know?

##### Content

Work provides income to purchase goods and services.

- Work – effort (physical or mental) expended toward producing goods and services
- Income – money earned by working
- Goods – products that fulfill a need. Goods are tangible; examples include clothing, cars, books, manufactured items
- Service – something someone does for you. Services are intangible; examples include giving a haircut, cooking a meal. (You can touch a good but not a service, though you can touch the result of the service.)

##### Connections

This standard connects to economic concepts in Readiness Standard 2.10A (producing, consuming) and supporting standards 2.10B (producer, consumer) and 2.9B (choice, free enterprise, earn, spend, save).

#### To what degree will this learning impact learning 2 years down the road?

Conceptual understanding of the abstract concepts of economics builds throughout K-12 social studies with new concepts being introduced slowly, beginning in Kindergarten. Students first learn about the value of work by looking at jobs and why people have jobs (K.7A and K.7B). In Grade 1, students examine jobs more closely to identify components of those jobs and see how the jobs contribute to the production of goods and services (1.10A and 1.10B). Here in Grade 2, students see that work provides income and they recognize that people make choices about how to use their income (2.9A and 2.9B). So, from Kindergarten through Grade 2, students look at economics from a personal viewpoint. In Grade 3, students take what they have learned and expand understanding to the free enterprise economic system; they look at the relationship between economic concepts such as supply, demand, cost of production, and price as they look at how businesses in the community operate. Then, in Grade 4, students continue their study of patterns of work by looking at work across time and geographic regions.



### Academic Vocabulary

- Work
- Income
- Goods
- Services



### Rigor Implications

#### Verb

- Explain

#### Level of Bloom's Taxonomy

- Understanding

#### Instructional Implications

Many basic economic concepts are included in this student expectation.

Understanding these concepts creates a foundation for economic understanding that continues to develop K-12.

Provide opportunities for students to experience, perhaps by acting out, the process of working to earn income and then choosing what to do with the income (connect with 2.9B).

Students can read and tell stories about people who work to earn money to purchase goods and services. Students can interview adults (and teens) to understand the relationship between work and purchasing power.

Once their experience has helped students understand the concepts, a graphic organizer such as a flow chart could help them illustrate and communicate (explain) their understanding. These activities further develop student skills related to cause- and- effect and sequencing, as well as gathering, using, and interpreting information.



### Distractor Factor

Because the work they do (chores at home, studying in school, etc.) is usually not related to earning money, children often do not see the link between work and income. Further, because small children often know only that parents “go to work” and do not really know what that means or what their parents do, the children do not understand the link.



### Level of Difficulty (based on local data)

- Moderate  Challenging



**(2.10) Economics.** The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:

### (A) distinguish between producing and consuming



#### Content Builder

##### What do the students need to know?

###### Content

When people create a good or provide a service, they are producing. When people use (purchase) the good or service, they are consuming.

###### Connections

This standard connects to economic concepts in Supporting Standards 2.10B (producer, consumer) and 2.9B (choice, free enterprise, earn, spend, save), as well as Readiness Standard 2.9A (work, income).

##### To what degree will this learning impact learning 2 years down the road?

Conceptual understanding of the abstract concepts of economics builds throughout K-12 social studies with new concepts being introduced slowly, beginning in Kindergarten.

Producing and consuming are basic concepts that underlie economic understanding of the free enterprise system. While production has been explored somewhat in earlier grades, it is explicitly studied in Grade 2. The concept of consuming is introduced in Grade 2.

In Grade 3, these concepts are studied further in connection with the free enterprise system, and students learn about additional economic concepts including supply, demand, cost of production, and price as they look at how businesses in the community operate in the free enterprise system. Then, in Grade 4, students continue their study of patterns of work by looking at work across time and geographic regions and see economic concepts at work in Texas history.



#### Academic Vocabulary

- Producing
- Consuming



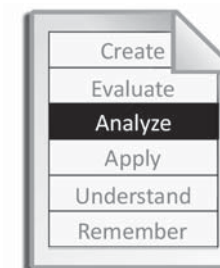
#### Rigor Implications

##### Verb

- Distinguish between

##### Level of Bloom's Taxonomy

- Analyzing



##### Instructional Implications

Provide opportunities for students to act out and observe actions that represent producing and actions that represent consuming to help them build conceptual understanding of the terms and to distinguish between the two ideas.

Activities such as sorting pictures and categorizing them as examples of producing or consuming can help deepen understanding.

First build the understanding of the terms, but then use these terms in 2.10A in connection with 2.10B, which provides for provides opportunities for students to see how people are both producers and consumers.



#### Distractor Factor

People cannot be labeled as only producer or consumer because, as learned in 2.10B, people can be both. Since distinguishing between producers and consumers can be confusing, focus on the task or action.



#### Level of Difficulty (based on local data)

- Moderate  Challenging

**(2.11) Government.** The student understands the purpose of governments. The student is expected to:

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



### Content Builder

#### What do the students need to know?

##### Content

In the local community, government functions to establish order, provide security, and manage conflict. An example of government establishing order is traffic laws; an example of government providing security is the police force; an example of government managing conflict is the court system.

##### Connections

This standard connects to Readiness Standard 2.11B (identify governmental services in the community) and Supporting Standard 2.11C (how governments tax citizens to pay for services)

#### To what degree will this learning impact learning 2 years down the road?

Students continue to learn about rules, laws, and government (K.8, 1.11, 2.11), including the purpose of rules, laws, and government (establish order, provide security, and manage conflict). In Kindergarten and Grade 1, students learn about the purpose of rules in home and school. In Grade 2, students see that rules and laws in home and school are related to rules in society – government. In Grade 3, students learn about the structure of government. In Grade 4, students learn about ways governments were structured in Texas history.

The progression is: There are rules at home and school; there are rules in society (government); the local government has a structure; governments in Texas history have been structured differently.



### Academic Vocabulary

- Government
- Establish order
- Provide security
- Manage conflict



### Rigor Implications

#### Verb

- Identify

#### Level of Bloom's Taxonomy

- Remembering



#### Instructional Implications

Revisit Kindergarten (K.8B) and Grade 1 (1.11B) learning where students identified rules and laws that establish order, provide security, and manage conflict. Connect with 2.11B by identifying the examples of governmental services provided as examples of ways the local government establishes order, provides security, and manages conflict.

(What does government do? Why do communities need government? How does government help communities?)



### Distractor Factor

Since the term government is so large and abstract, and since the focus of Grade 2 social studies is the local community, focus on local government and apply “upward” to state and national government to help build student understanding.



### Level of Difficulty (based on local data)

- Moderate  Challenging

**(2.11) Government.** The student understands the purpose of rules and laws. The student is expected to:

**(B) explain the purpose for rules and laws in the home, school, and community**



### Content Builder

#### What do the students need to know?

##### Content

Government provides valuable services to the community.

##### Connections

This standard connects to 2.11A (functions of governments) and 2.11C (how governments tax citizens to pay for services).

#### To what degree will this learning impact learning 2 years down the road?

Grade 2 requires students to look at governmental services provided by the local community. Grade 3 requires students to identify services provided by state and national governments as well as the local community. The connection between government services and the local community is made in grades 2 and 3. There is not a direct content link to a TEKS in Grade 4, though concepts related to community and government form the foundation for learning about Texas history, including learning about the three branches of government identified in the Texas Constitution.



### Academic Vocabulary

- Governmental service
- Value



### Rigor Implications

#### Verb

- Identify
- Explain

#### Level of Bloom's Taxonomy

- Remembering
- Understanding

#### Instructional Implications

Connect instruction with 2.11A by identifying the examples of governmental services provided as examples of ways the local government establishes order, provides security, and manages conflict.

- What does government do?
- How do the following government services establish order, provide security, manage conflict, and/or meet other needs of the community?
  - Police protection
  - Fire protection
  - Libraries
  - Schools
  - Parks
- How are these services valuable to the community?
- Why do communities need government?

Connect instruction to 2.11C by helping students understand that these services, of value to the community and its citizens, are paid for by taxes and fees. This idea connects with "consent of the governed" in that citizens of the community agree to abide by the rules of the community; they vote for the representatives who make decisions; and citizens vote to approve bond issues, etc. A community is composed of people who band together to work to accomplish common goals. A map of the local community can be used to help students locate government services in the community (library, park)



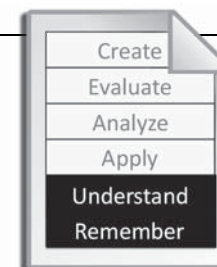
### Distractor Factor

The connection between the needs of the community and government services is an important one that is explicitly made with this student expectation and begins to help students see a relationship between "them" (government) and "us" (people in the community).



### Level of Difficulty (based on local data)

- Moderate  Challenging



**(2.12) Government.** The student understands the role of public officials. The student is expected to:

**(C) identify ways that public officials are selected, including election and appointment to office**



### Content Builder

#### What do the students need to know?

##### Content

Many public officials are selected through election or appointment to office.

##### Elected officials:

- Local
  - Mayor – elected leader of local community if local government is mayoral structure (possible structures that do not have an elected mayor include council-manager, commission, and town meeting)
  - Mayor – elected leader of local community if local government is mayoral structure (possible structures that do not have an elected mayor include council-manager, commission, and town meeting)
- State
  - Governor – elected leader of executive branch of state government
  - Other elected state government positions include members of the legislature and the state board of education, the Attorney General, Comptroller of Public Accounts, Agriculture commissioner, General Land Office commissioner. State Supreme Court judges and judges for the court of criminal appeals are elected in Texas.
- Nation
  - President - elected leader of executive branch of national government (federal)
  - Other elected national government officials include members of the legislature (United States representatives and senators).

##### Appointed Officials:

- Local
  - Appointed local government officials often include police chief, fire chief, public works officer, parks and recreation director, city manager,
- State
  - Appointed state government officials often include heads of departments such as the Texas Workforce Commission, members of university boards of regents, lottery commission members, members of the department of motor vehicle
- National
  - Appointed national government positions include Cabinet members, members of committees such as the committee for the Armed Services, budget, agriculture, banking, and veterans' affairs. Federal Supreme Court judges are appointed (and then approved by the Senate).

##### Connections

This standard connects to Supporting Standards 2.12A (name current public officials), 2.12B (compare the roles of public officials), and 2.12D (how citizens participate in their own governance). It also connects to the concept of “consent of the governed,” to good citizenship characteristic “participation in government,” voting, and to the functions of government and governmental services (2.11).

#### To what degree will this learning impact learning 2 years down the road?

In Grade 3, students are required to identify local, state, and national government officials and explain how they are chosen (Readiness Standard 3.9B). In Grade 4, understanding the structure and function of government in our constitutional republic will help students understand how people organized governments in different ways during the early development of Texas (4.14); it will also lay the foundation for students to be able to learn about, understand, and explain the basic functions of the three branches of government according to the Texas Constitution (4.15B).



### Academic Vocabulary

- Public official
- Election
- Appointment to office



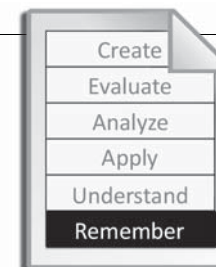
### Rigor Implications

#### Verb

- Identify

#### Level of Bloom's Taxonomy

- Remembering



#### Instructional Implications

Identify local officials to use as examples. Find pictures, information, and explanations of the jobs (2.18B). Perhaps invite officials to visit the classroom or arrange for students to interview elected and/or appointed officials (2.18A).

Provide opportunities for students to categorize officials as elected or appointed, as well as local, state, or national.

Perhaps conduct elections for some classroom positions to review voting and elections, and demonstrate appointment by appointing students to other classroom positions.



### Distractor Factor

The importance of voting (participation in government, consent of the governed) is underscored again in this student expectation.



### Level of Difficulty (based on local data)

Moderate

Challenging

**(2.14) Citizenship.** The student identifies customs, symbols, and celebrations that represent American beliefs and principles that contribute to our national identity.

The student is expected to:

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



### Content Builder

#### What do the students need to know?

##### Content

Some customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.

##### Connections

This standard is connected to Supporting Standards 2.14A (recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag), 2.14B (identify patriotic songs), and 2.14C (identify state and national symbols). It supports development of social studies concepts, including community, national identity, culture, customs, symbols, celebrations, individualism, inventiveness, freedom. It relates to the characteristics of good citizenship (2.13A).

It connects with celebrations named in 2.1A (Veterans Day, Memorial Day, Independence Day, and Thanksgiving) and with people named in 2.4B (individuals who have exhibited individualism and inventiveness)

#### To what degree will this learning impact learning 2 years down the road?

Content related to this student expectation has been building since Kindergarten. In Grade 3, students learn focus on local cultural celebrations (3.14 and 3.15). In Grade 4, students learn about customs, celebrations, and traditions of various cultural, regional, and local groups in Texas (4.19B).



### Academic Vocabulary

- National identity
- Culture
- Custom
- Symbol
- Celebration
- Individualism
- Inventiveness
- Freedom
- Beliefs
- Principles



### Rigor Implications

#### Verb

- Identify how

#### Level of Bloom's Taxonomy

- Analyzing

#### Instructional Implications

This student expectation is higher level than identify since it asks students to "identify how," which requires analysis.

Identify the beliefs and principles of the United States to be studied; these should include the value placed on individualism, inventiveness, and freedom (2.14D) as well as the characteristics of good citizenship (2.13A). Relate customs, symbols, and celebrations to the qualities found in the national identity of the United States. (What do Americans value/believe in? What customs, symbols, and celebrations reflect these values/beliefs? How do the customs, symbols, and celebrations reflect the values/beliefs? Americans value individualism, inventiveness, and freedom. How do they show this?)

Include national customs, symbols, and celebrations reflecting national identity, including the Pledge of Allegiance (2.14A), the United States flag (2.14C), and patriotic songs including "The Star Spangled Banner" and "America the Beautiful" (2.14B).

For example, our country was founded on a strong belief in individual freedom. When we celebrate Constitution Day, we celebrate the beliefs and values on which our country was founded. When we stand as the flag passes, we recognize the flag as a symbol of those beliefs and values. When we stand to say the Pledge of Allegiance with our hand over our hearts, we publicly reiterate our beliefs and values.

Connect instruction with holidays named in 2.1A (Veterans Day, Memorial Day, Independence Day, and Thanksgiving) The concepts of individualism, inventiveness, and freedom are difficult for students to grasp and put into words. Analyzing the lives and actions of individuals provide concrete examples that can help students develop understanding.

Connect the ideas of individualism, inventiveness, and freedom to historical and contemporary people in the community and to people named in the TEKS. Show how they exhibit(ed) the valued qualities in their lives.

- Influenced the community, state, and nation (2.4A): Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt
- Exhibited individualism and inventiveness (2.4B): Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver
- Exemplified good citizenship (2.13B): Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth
- Local community members reflect American belief in individualism, inventiveness and freedom.



### Distractor Factor

The quality of inventiveness is different from the act of inventing something, which may certainly reflect a spirit of inventiveness. National identity is a difficult concept to put into words. Looking at the qualities valued by Americans helps. Wherever possible, make specific, concrete links rather than general statements.



### Level of Difficulty (based on local data)

- Moderate  Challenging

# Grade 2 Social Studies

**(2.16) Culture.** The student understands ethnic and/or cultural celebrations. The student is expected to:

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



### Content Builder

#### What do the students need to know?

##### Content

People celebrate what is important to them. Celebrations unite people and remind them of what is important. Celebrations emphasize what makes a community unique and helps forge a bond through shared experiences.

##### Connections

This Readiness Standard is supported by 2.16B (compare ethnic and/or cultural celebrations). It connects with 2.1A (community celebrations) and contributes to the development of human geography concepts as well as the concept of community.

The celebrations chosen for study can lead to additional connections.

#### To what degree will this learning impact learning 2 years down the road?

Understanding cultures in the community is a thread that runs through all social studies courses, K-12. In Kindergarten, students looked at celebrations in the family; in Grade 1, students looked at customs and traditions of families and communities. In Grade 2, students identify the significance of ethnic/cultural celebrations, and in Grade 3, students explain the significance. In Grade 4, Texas history, students again identify customs, celebrations, and traditions, this time in regard to various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, the Strawberry Festival, and Fiesta San Antonio (4.19B).



### Academic Vocabulary

- Celebration
- Ethnic / cultural group



### Rigor Implications

#### Verb

- Identify

#### Level of Bloom's Taxonomy

- Remembering



#### Instructional Implications

People celebrate what is important to them. Use celebrations of ethnic and cultural groups in the class, school, and community as examples of how people celebrate what is important to them.

Identify ethnic and cultural groups. Identify celebrations of those ethnic and cultural groups, including the traditions and customs that are part of the celebrations. (Why are these celebrations significant to the group?) Identify the beliefs that correlate with the customs and traditions.

Invite celebrants from various cultural groups to the classroom to discuss the celebrations and their significance to the ethnic or cultural community. Use primary sources such as pictures, artifacts, and oral accounts to help students gain an understanding of the celebrations.

To illustrate their understanding, students could illustrate the celebration and use call-out boxes to identify customs, symbols, and traditions and their significance.

A year calendar can be used as a timeline to identify when celebrations occur throughout the year (2.2C, 2.18D). Maps of the community can be used to identify locations where the celebrations take place (2.5).

- An ethnic/cultural group is a group of people sharing common race, religion, or national heritage. Components of culture include beliefs, customs, traditions, art, music, folklore, clothing, food, language, family structure, government, and social mores.



### Distractor Factor

The emphasis of this student expectation is on creating an understanding of the significance of celebrations, not on judging the celebrations or the celebrants. Avoid discussions involving stereotyping and value judgments.



### Level of Difficulty (based on local data)

- Moderate  Challenging

**(2.17) Science, technology, and society.** The student understands how science and technology have affected life, past and present. The student is expected to:

**(B) explain how science and technology change the ways in which people meet basic needs**



### Content Builder

#### What do the students need to know?

##### Content

Science and technology change the ways people meet basic needs.

##### Connections

This standard is supported by 2.17A (how science and technology change communication, transportation, and recreation).

#### To what degree will this learning impact learning 2 years down the road?

In Kindergarten and Grade 1, students became familiar with the relationship between technology and the way people live when studying supporting standards K.13B and 1.16A. Grade 2 continues that study as a Readiness Standard (2.17B), relating learning to the economic concept of basic needs. In grade 3, specific scientific breakthroughs and new technology are studied, and basic needs are discussed more in terms of economic concepts. In Grade 4, with its focus on Texas history, students predict how future scientific discoveries and technological innovations might affect life in Texas; earlier grades looked at the present and past.



### Academic Vocabulary

- Change
- Basic needs
- Technology
- Past
- Present



### Rigor Implications

#### Verb

- Explain

#### Level of Bloom's Taxonomy

- Understanding

#### Instructional Implications

Teach this standard in relation to basic needs (food, clothing, shelter) and needs for communication, transportation, and recreation (2.17A).

List needs and then identify ways people today meet those needs. Discuss technology at use in meeting the needs. Discuss how people may have met the need in the past and how they meet the need in the present. Continue the discussion to consider how the technology changed the way people met the need, past and present. (What do people need? How do people today meet their need for \_\_\_? How did people in the past meet their need for \_\_\_? What made the difference?) Use examples related to individuals named in the TEKS (2.4A, 2.4B, 2.13B) to illustrate differences between past and present in terms of scientific discoveries and technological advances.

Help students summarize the examples to draw the conclusion that "Science and technology change the ways people meet basic needs."



### Distractor Factor

The conclusion related to this student expectation is "Science and technology change the ways in which people meet basic needs." It is not "Our lives are better now." There is no value judgment related to this student expectation. Consider, for example, that the invention and improvement of the automobile provided a huge change in how people meet their needs for transportation, but there are related negative consequences, including traffic jams, pollution, traffic accidents, etc.



### Level of Difficulty (based on local data)

- Moderate  Challenging





**(2.1) History.** The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:

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



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standard 2.1A by adding needed depth and content that leads to understanding the concept of human characteristics of place. It relates to 2.1A (significance of celebrations), 2.4C (people and events influence community), 2.11B (government services), and 2.16C (ethnic/cultural celebrations).

#### How does it support the Readiness Standard(s)?

Students are learning about their community (local, state, and national). Landmarks are characteristics of a community. Recognizing landmarks of the community will help students build understanding of the concepts of history (monuments: community's historical events) and government (government buildings: government services).

*May be adjusted according to local curriculum*



### Academic Vocabulary

- Landmark
- Monument
- Government building



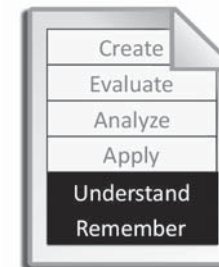
### Rigor Implications

#### Verb

- Identify
- Explain

#### Level of Bloom's Taxonomy

- Remembering
- Understanding



#### Instructional Implications

Landmarks in the local community, state, and nation have historical significance.

Choose what to study: local, state, and national monuments representing historical events and local, state, and national government buildings related to government services. Identify the significance of the monuments and government buildings.

Provide opportunities for students to identify the landmarks (such as monuments and government buildings) in the community, state, and nation. Provide opportunities for students to learn about and explain the significance of the landmarks. (What are these monuments/buildings? What is their purpose in the community? Why are they important to the community?)

#### Monuments

- Examples could include statues, historic locations, cemeteries

#### Government buildings

- Examples could include post office, public library, city hall, county courthouse, police station, fire department

**(2.2) History.** The student understands the concepts of time and chronology. The student is expected to:

**(B) apply vocabulary related to chronology, including past, present, and future; community, state, and nation**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standard 2.2A (describe the order of events by using designations of time periods such as historical and present times) and development of the concepts of time and chronology. It is also related to 2.2C (create and interpret timelines for events in the past and present).

#### How does it support the Readiness Standard(s)?

It provides specific academic vocabulary terms to support understanding of chronology.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Past
- Present
- Future



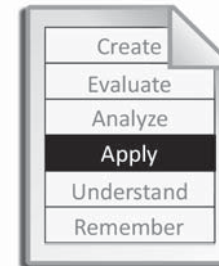
### Rigor Implications

#### Verb

- Apply

#### Level of Bloom's Taxonomy

- Applying



#### Instructional Implications

Provide opportunities throughout the year for students to use the terms “past, present, and future” in regard to social studies topics and concepts. Use in connection with such things as historical events (2.1B, 2.4A, 2.4B, 2.13B, 2.13C, 2.13D, 2.17A), community celebrations (2.1A, 2.16A), and change (2.7B, 2.8A, 2.8B).

**(2.2) History.** The student understands the concepts of time and chronology. The student is expected to:

**(C) create and interpret timelines for events in the past and present**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This standard supports Readiness Standard 2.2A. It is also related to Supporting Standard 2.2B.

**How does it support the Readiness Standard(s)?**

Timelines are graphic organizers that provide opportunities for students to visualize the time relationship between events, helping students “describe the order of events.”

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Timeline
- Past
- Present



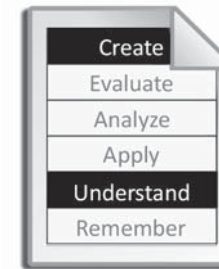
### Rigor Implications

**Verb**

- Create
- Interpret

**Level of Bloom’s Taxonomy**

- Creating
- Understanding



**Instructional Implications**

Provide timelines for students to interpret. Include timelines related to topics and concepts in the TEKS, including historical events (2.1B, 2.4A, 2.4B, 2.13B, 2.13C, 2.13D, 2.17A), community celebrations (2.1A, 2.16A), and change (2.7B, 2.8A, 2.8B).

Provide opportunities for students to create timelines. In addition to topics and concepts in the TEKS, include events with which students are familiar, such as events in their lives and events in the school day and community.

Use terms including historical times, present times, past, and present.

**(2.3) History.** The student understands how various sources provide information about the past and present. The student is expected to:

**(A) identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources**



**Supporting the Readiness Standards**

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This standard contributes to building skills (identify sources of social studies information) needed to understand the content of Readiness Standards.

**How does it support the Readiness Standard(s)?**

The use of information gained from primary and secondary sources is crucial when learning social studies. This supporting standard (2.3A), used with 2.3B and 2.18, supports Grade 2 Readiness Standards by ensuring that students access a variety of sources of information about time periods and events.

*May be adjusted according to local curriculum.*



**Academic Vocabulary**

- Source of information
- Time period
- Event
- Reference materials
- Biography
- Newspaper
- Electronic sources



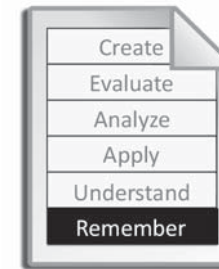
**Rigor Implications**

**Verb**

- Identify

**Level of Bloom's Taxonomy**

- Remembering



**Instructional Implications**

To support student learning, provide opportunities for students to search for information about topics and concepts in the TEKS and to identify those sources of information, such as reference materials, biographies, newspapers, and electronic sources. This supporting standard is about students identifying the sources. Use questions such as: Where would you find information about \_\_\_? Which sources would be helpful in finding information about \_\_\_?

Use in relation to 2.18A and 2.18B.

- 2.18 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
  - 2.18.A: obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music
  - 2.18.B: obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts

**(2.3) History.** The student understands how various sources provide information about the past and present. The student is expected to:

**(B) describe various evidence of the same time period using primary sources such as photographs, journals, and interviews**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard contributes to building skills related to finding and understanding information about social studies topics. It is related to 2.18, and supports most of the Grade 2 TEKS. It supports content of Readiness Standard 2.2A (chronology and the concept of time periods).

#### How does it support the Readiness Standard(s)?

The use of information gained from primary and secondary sources is crucial when learning social studies. This supporting standard (2.3B), used with 2.3A and 2.18, supports Grade 2 Readiness Standards by ensuring that students access a variety of sources of information about time periods and events.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Primary source
- Evidence



### Rigor Implications

#### Verb

- Describe

#### Level of Bloom's Taxonomy

- Understanding

#### Instructional Implications

Provide opportunities for students to investigate a variety of primary sources to build understanding of a time period.

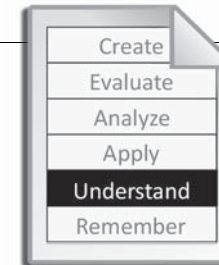
Use photographs, journals, and interviews to help students learn about historical events, people, and other social studies topics. By studying “various evidence of the same time period” using a variety of sources, students build a foundation for the concepts of chronology and perspective.

It can be used with content found in any of the TEKS, including 2.1A, 2.4A, 2.4B, 2.7D, 2.8A, 2.8B, 2.14C, 2.16B, and 2.17A.

Use questions such as: What do we know about \_\_\_ from this (photograph, journal, interview)? Is this different from what we learned from (another photograph, journal, interview)? Why might this be so?

Use in relation to 2.18A and 2.18B.

- 2.18 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
  - 2.18.A: obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music
  - 2.18.B: obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts
- Primary source: a source of information from an event providing firsthand evidence of the event. Examples of primary sources include artifacts, diaries and journals, photographs, and interviews. (Secondary sources are not from the actual event; they may be compilations of information from a variety of sources.)
- Evidence: information that proves or disproves something



**(2.4) History.** The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:

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



**Supporting the Readiness Standards**

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This student expectation supports Readiness Standard 2.4C by adding needed depth.

**How does it support the Readiness Standard(s)?**

It provides specific historical figures to be used as examples of historical figures who have influenced the community, state, and nation.

*May be adjusted according to local curriculum.*



**Academic Vocabulary**

- Historical figure
- Contribution
- Influence
- Community
- State
- Nation



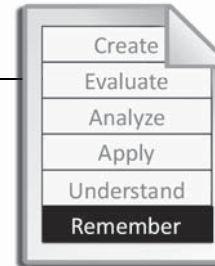
**Rigor Implications**

**Verb**

- Identify

**Level of Bloom’s Taxonomy**

- Remembering



**Instructional Implications**

Provide opportunities for students to learn about the lives of historical figures (including Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt) and their choices and actions that influenced their communities. Include local historical figures whose contributions influenced the community.

Use primary and secondary sources (2.3, 2.18). Relate to chronology by using timelines (2.2C) of the historical figures’ lives and to show the effects of their choices and actions that changed the communities. Relate to characteristics of good citizenship (2.13A).

Examples of ways the historical figures influenced the communities could include:

- Thurgood Marshall: as a lawyer, Marshall argued many cases in front of the U.S. Supreme Court, including *Brown v. Board of Education* (1954, declared state laws establishing separate public schools for black and white students unconstitutional. The decision overturned *Plessy v. Ferguson*.) Marshall was the first African-American member of the U.S. Supreme Court (1967).
- Irma Rangel: educator, attorney, politician, and first Mexican American woman elected to the Texas Legislature. Rangel championed minority and student issues. She co-authored House Bill 588, the “Top Ten Percent Plan,” which requires that all public colleges and universities in Texas automatically admit students who graduated in the top ten percent of their high school class. The Irma Rangel College of Pharmacy opened at Texas A&M University-Kingsville in 2006.
- John Hancock: colonial leader from Massachusetts. As president of the Second Continental Congress, he was the first to sign the Declaration of Independence.
- Theodore Roosevelt: 26th president of the United States. A Progressive considered the first modern American president. Roosevelt established the national parks system by signing legislation establishing five national parks; he also enacted the Antiquities Act, which allows historic landmarks and other objects of historic or scientific interest to be named national monuments. (Relate to 2.1B, monuments, in that Roosevelt is honored on the national monument Mount Rushmore). The legacy of his presidency includes the breakup of monopolies, the Pure Food and Drug Act, meat-inspection and industrial-safety laws, and the strengthening of the influence of the executive branch. In foreign policy, he saw the United States as a global power and advocated for U.S. interests in Latin America and South America, including negotiating the Panama Canal. Roosevelt won the Nobel Peace Prize in 1906 for his work in negotiating the end of the Russo-Japanese War (Treaty of Portsmouth). In 2001 President Bill Clinton awarded Roosevelt a Congressional Medal of Honor, saying it was to “correct a significant historical error.” The Medal was awarded “for conspicuous gallantry and intrepidity at the risk of his life above and beyond the call of duty” in 1898 while leading a charge up San Juan Hill during the Spanish- American War.

**(2.4) History.** The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:

**(B) identify historical figures such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This student expectation supports Readiness Standard 2.4C by adding needed depth. It is also related to Readiness Standard 2.14D.

#### How does it support the Readiness Standard(s)?

It provides specific historical figures to be used as examples of historical figures who have exhibited individualism and inventiveness.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Historical figure
- Individualism
- Inventiveness



### Rigor Implications

#### Verb

- Identify

#### Level of Bloom's Taxonomy

- Remembering



#### Instructional Implications

Provide opportunities for students to learn about the lives of historical figures (such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver) who have exhibited individualism and inventiveness. Include other people, including local historical figures, with whom students are familiar.

Use primary and secondary sources (2.3, 2.18). Relate to chronology by using timelines (2.2C) of the historical figures' lives.

Examples of ways the historical figures exhibited individualism and inventiveness could include:

- Amelia Earhart: aviation pioneer, first woman to fly solo across the Atlantic Ocean. An inspirational figure and trailblazer in many endeavors, Earhart wrote books about her flying experiences, was instrumental in the formation of an organization for female pilots, joined the faculty of the Purdue University aviation department, and attempted to circumnavigate the globe in 1937.
- W. E. B. DuBois: historian, sociologist, journalist, and political activist. The first African American to receive a doctorate from Harvard, Dr. Dubois held views on race that differed from the ideas generally held at the time. He fought for social justice and influenced many people with his writing.
- Robert Fulton: creatively applied existing technology (steam engine) with a market need (reliable transportation schedule) to build a steamship that could travel upstream. His steamship service transported large quantities of raw materials and finished goods more reliably and more quickly than overland transport, helping fuel the Industrial Revolution.
- George Washington Carver: Interested in improving agricultural practices in the South, Carver developed the crop rotation method to improve soil that had been depleted. He then discovered hundreds of uses for the soil-enriching crops being rotated (peanuts, soybeans, pecans, and sweet potatoes) to help provide new markets for the products and help the agricultural region recover (2.8B includes human modifications related to crop yield). A national monument dedicated to Carver's accomplishments is near Diamond, Missouri (also connect to 2.1B).
- Individualism: Individualism focuses on the right of the individual to freedom and self-realization. People who exhibit individualism are independent and self-reliant.
- Inventiveness: Inventiveness is the quality of being creative.

**(2.5) Geography.** The student uses simple geographic tools such as maps and globes. The student is expected to:

**(A) interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys**



**Supporting the Readiness Standards**

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This student expectation helps support Readiness Standards by scaffolding learning and providing a way to build context for locations.

Note that though this student expectation is in the Geography strand, it is listed here as a social studies skill standard.

**How does it support the Readiness Standard(s)?**

Location is a major geography concept in social studies. Using map elements helps students build geography skills to locate places, which helps build concrete, visual context for understanding the content.

*May be adjusted according to local curriculum.*



**Academic Vocabulary**

- Interpret
- Map
- Globe
- Map element
- Title
- Orientation (north, south, east, west)
- Legend
- Map key



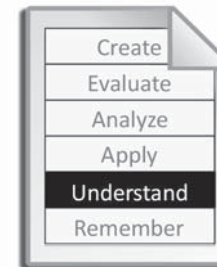
**Rigor Implications**

**Verb**

- Interpret

**Level of Bloom's Taxonomy**

- Understanding



**Instructional Implications**

Cardinal directions (north, south, east, west) were introduced in Grade 1 (1.4A).

Provide students with opportunities to create and interpret maps. Require students to identify, with automaticity, the map elements of maps being used in order to strengthen their understanding of how the map elements can help describe a location.

Wherever possible, use this skill to support learning of the content in many other TEKS, such as 2.1B, 2.4, 2.6, 2.7, 2.10C, 2.11, and 2.14.

A common mnemonic for basic map elements is TODAL:

- T = Title
- O = Orientation (compass rose)
- D = Date of map
- A = Author of map
- L = Legend or key



**(2.5) Geography.** The student uses simple geographic tools such as maps and globes. The student is expected to:

**(B) create maps to show places and routes within the home, school, and community**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This student expectation helps support Readiness Standards by scaffolding learning and providing a way to build context for locations.

Note that though this student expectation is in the Geography strand, it is listed here as a social studies skill standard.

**How does it support the Readiness Standard(s)?**

Location is a major geography concept in social studies, and it is important to be able to orient oneself with relation to the location of other things. Creating maps of places relevant to learning helps students build an understanding of themselves in the world.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Map
- Place
- Route



### Rigor Implications

**Verb**

- Create

**Level of Bloom's Taxonomy**

- Creating



**Instructional Implications**

Provide opportunities for students to create their own maps, including maps of the local community. Relate maps to content being learned.

While outline maps or basic blank maps may be provided for students to work with, make sure to provide opportunities for students to create their own maps, even if they are copied from a model. Individual student maps should be used as often as possible, though classroom maps to which content is added throughout the year can be helpful as well.

Maps of the local community can be used in relation to TEKS 2.1B, 2.6, 2.7, 2.8, 2.11, and 2.16.

Classroom maps can be used to locate important places related to TEKS such as 2.1B, 2.4, 2.6, 2.7, 2.13B.

**(2.6) Geography.** The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:

**(A) identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes**



**Supporting the Readiness Standards**

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This student expectation helps support Readiness Standards by scaffolding content for future learning. It is related to TEKS 2.7 and builds understanding of concepts including physical characteristics of place, patterns, and human interaction with the physical environment.

Note that though this student expectation is in the Geography strand, it is listed here as a social studies skill standard.

**How does it support the Readiness Standard(s)?**

Identifying major landforms and bodies of water help build an understanding of the world and will lead to understanding of how the physical geography of the world affects the human geography (such as where people settle, what activities they participate in, and how they meet their needs)..

*May be adjusted according to local curriculum.*



**Academic Vocabulary**

- Landform
- Body of water
- Continent
- Ocean
- Map
- Globe



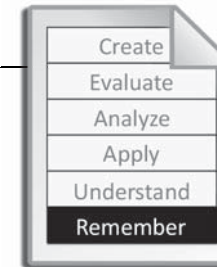
**Rigor Implications**

**Verb**

- Identify

**Level of Bloom’s Taxonomy**

- Remembering



**Instructional Implications**

Use maps and globes to provide opportunities for students to identify landforms and bodies of water (including continents and oceans). Also provide opportunities for students to draw their own maps showing the continents and globes.

**Continents:**

- Asia
- Africa
- North America
- South America
- Antarctica
- Europe
- Australia

**Oceans:**

- Pacific
- Atlantic
- Indian
- Arctic
- Southern\*

\* Note that the National Geographic Society does not recognize the Southern Ocean. According to the National Geographic Style manual, “waters surrounding Antarctica ... are only the southernmost parts of the Indian, Pacific, and Atlantic Oceans. ... there is no international agreement on the name and extent of a fifth ocean.”

**(2.6) Geography.** The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:

**(B) locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This student expectation helps support Readiness Standards by providing a way to build context for content and locations in the TEKS. It also scaffolds content for future learning.

Note that though this student expectation is in the Geography strand, it is listed here as a social studies skill standard.

#### How does it support the Readiness Standard(s)?

It helps students build an understanding of themselves in the world and build concrete, visual context for understanding the content.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Significant
- Community
- Capital
- City
- Coast



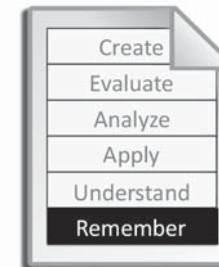
### Rigor Implications

#### Verb

- Locate

#### Level of Bloom's Taxonomy

- Remembering



#### Instructional Implications

Connect with 2.5B and 2.5A.

Provide students opportunities to locate places of significance, including

- the local community
- Texas
- the state capital
- the U.S. capital
- major cities in Texas
- the coast of Texas
- Canada
- Mexico
- the United States

**(2.6) Geography.** The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:

**(C) examine information from various sources about places and regions**



**Supporting the Readiness Standards**

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This student expectation helps support readiness Standards 2.7A, 2.7C, 2.7D. It also supports TEKS 2.18, helps scaffold content for future learning, and is related to 2.3A and 2.3B with regard to research and evidence.

**How does it support the Readiness Standard(s)?**

It contributes to learning about kinds of sources, finding information, and choosing relevant evidence to help answer questions and draw conclusions.

*May be adjusted according to local curriculum.*



**Academic Vocabulary**

- Source
- Place
- Region



**Rigor Implications**

**Verb**

- Examine

**Level of Bloom's Taxonomy**

- Analyzing



**Instructional Implications**

Use sources such as atlases, websites, maps, globes, articles, graphs, statistics, etc., to provide students opportunities to examine information from various sources about places and regions.

Include places named in 2.6B (the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States).

Relate to content for 2.7 (physical characteristics of places and regions) and 2.8 (humans use and modify the physical environment).

**(2.7) Geography.** The student understands how physical characteristics of places and regions affect people’s activities and settlement patterns. The student is expected to:

**(B) describe how natural resources and natural hazards affect activities and settlement patterns**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standards 2.7C, 2.7A, and 2.7D by adding content that will scaffold content for future learning.

#### How does it support the Readiness Standard(s)?

With regard to supporting Readiness Standard 2.7C (explain how people depend on the physical environment and natural resources to meet basic needs), a standard tested on later STAAR exams, this supporting standard helps students make a connection between the natural resources and people’s lives. With regard to 2.7A, this supporting standard continues study of people’s activities and settlement patterns, offering an opportunity to look specifically at the influence by natural resources and natural hazards.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Physical characteristics of place
- Region
- Natural resource
- Natural hazard
- Activity
- Settlement pattern



### Rigor Implications

#### Verb

- Describe

#### Level of Bloom’s Taxonomy

- Understanding

#### Instructional Implications

Natural resources and natural hazards affect activities and settlement patterns.

Provide opportunities for students to learn about natural resources and natural hazards and describe how they affect people.

- Use photographs and other primary and secondary sources (2.5, 2.18)
- Use maps and globes to help students make generalizations about natural resources, natural hazards, human activities, and settlement patterns (2.5, 2.6, 2.7)
- There may be local monuments to remember events such as natural hazards (tornado, wildfire, floods, etc.)
- There may be specific activities in the local area related to the natural resources of the area.
- **Natural resource:** materials that occur naturally in the environment. Natural resources include air, sunlight, water, minerals, fossil fuels, forests, animals, land, gases, and other elements. To meet their needs, people make products from natural resources.

Natural resources affect people’s activities:

- In areas with mineral deposits, mining is often an activity.
- In areas near water, fishing is often an activity.
- In areas suitable for agriculture, people grow appropriate crops.

Natural resources affect settlement patterns:

- People settle in places where they can meet their needs.
- An area’s natural resources can help them meet their needs.

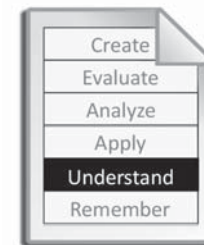
• **Natural hazard:** events occurring naturally in the physical environment that present a hazard to the physical and human elements of the environment. Natural hazards include volcanoes, hurricanes, tornadoes, earthquakes, tsunamis, and wildfires.

Natural hazards affect people’s activities:

- People build their houses to withstand hurricanes.
- People build tornado shelters.
- People build their houses away from the coastal areas.

Natural hazards affect people’s settlement patterns:

- People settle in areas where they will be safe from natural hazards or where they assess and/or mitigate the risk.
- Areas near imminent natural hazards are often restricted from settlement (active volcanoes, flood areas).



**(2.8) Geography.** The student understands how humans use and modify the physical environment. The student is expected to:

**(A) identify ways in which people have modified the physical environment such as building roads, clearing land for urban development and agricultural use, and drilling for oil**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This student expectation offers content to support concepts including physical characteristics, human characteristics, and modification in support of Readiness Standards in Geography standard 2.7 (2.7A, 2.7C, 2.7D).

#### How does it support the Readiness Standard(s)?

When students learn how people use the physical environment to meet their needs (2.7C), changing it in a variety of ways (2.8A), they begin to understand that there are consequences to choices people make (2.8B).

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Modify
- Physical environment
- Urban
- Agricultural



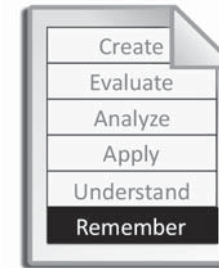
### Rigor Implications

#### Verb

- Identify

#### Level of Bloom's Taxonomy

- Remembering



#### Instructional Implications

People modify the physical environment. (What are some ways people have modified the environment? Building roads, clearing land for urban development and agricultural use, and drilling for oil).

Provide opportunities for students to study photographs to identify ways the physical environment has changed through human action. The local historical society and newspaper archives will have photographs of the local community, and many "Then and Now" books are available. The National Archives and Library of Congress have photographs that can be used.

A local construction project could be documented through completion, offering opportunities to relate to content in 2.2B, 2.2C, 2.3A, 2.3B, and 2.6C.

**(2.8) Geography.** The student understands how humans use and modify the physical environment. The student is expected to:

**(B) identify positive and negative consequences of human modification of the physical environment such as the use of irrigation to improve crop yields**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This standard supports Readiness Standard 2.7C and development of the concepts of choice and consequence by using content related to modification of the physical environment.

**How does it support the Readiness Standard(s)?**

This student expectation extends student thinking by requiring students to use what they have learned about human modification of the physical environment to investigate the consequences of the modifications, thus applying understanding to specific content.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- |                         |                        |
|-------------------------|------------------------|
| • Modify / modification | • Human modification   |
| • Consequence           | • Physical environment |
| • Positive consequences | • Irrigation           |
| • Negative consequences | • Crop yield           |



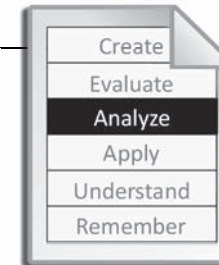
### Rigor Implications

**Verb**

- Identify consequences

**Level of Bloom's Taxonomy**

- Analyzing



**Instructional Implications**

Human modification of the physical environment has positive and negative consequences.

In 2.8A, students learn ways people modify the environment. Then, in this standard (2.8B), they further investigate modifications to identify the positive and negative consequences of modifications made.

Irrigation consequences could include:

- positive consequences: production of more crops to feed more people (increase crop yields) and increase profit for farmer
- negative consequences: overuse of water supply, introduction and production of non-native crop species, downstream water quantity and quality

Content to support this student expectation can include

- George Washington Carver (2.4B), who discovered ways to improve soil through crop rotation, grow new crops, and sell those new crops
- West Texas, Rio Grande Valley, and Pecos River areas
- Highland Lakes chain and downstream water uses (such as urban areas and rice farmers)

In addition to irrigation, include other modifications, such as those made in the local area and with which students are familiar. Consider the needs of the local area, choices people make to meet those needs, modifications made as a result of those choices, and consequences of the modifications.

**(2.8) Geography.** The student understands how humans use and modify the physical environment. The student is expected to:

**(C) identify ways people can conserve and replenish natural resources**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

In support of Readiness Standard 2.7C, this student expectation provides students the opportunity to gain important information and apply critical thinking to scaffold content for learning that will be tested on STAAR.

#### How does it support the Readiness Standard(s)?

In support of understanding the physical environment and its effects on people, students learn in Readiness Standard 2.7C how people depend on the physical environment and natural resources to meet basic needs, in 2.8A about modifications to the environment, and in 2.8B about the positive and negative consequences of the modifications. Then this student expectation requires students to consider ways people can conserve and replenish natural resources.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Conserve
- Replenish
- Natural resource



### Rigor Implications

#### Verb

- Identify

#### Level of Bloom's Taxonomy

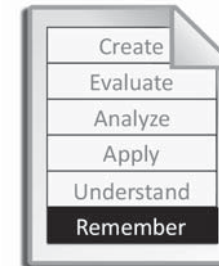
- Remembering

#### Instructional Implications

People conserve and replenish natural resources.

Provide opportunities for students to consider ways to conserve and replenish natural resources in their everyday lives. Include discussion of reasons people would want to conserve and replenish natural resources. (What natural resources do people use to meet their needs? What natural resources need to be conserved or replenished? Why do they need conserving or replenishing? How can we conserve/replenish these natural resources?)

Extend thinking to encourage students to think about the larger community. Investigate local conservation and replenishing activities/practices (water conservation rules, tree-planting programs, fish catch-and-release and restocking programs, recycling programs, etc.)





**(2.9) Economics.** The student understands the value of work. The student is expected to:

**(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**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This student expectation supports Readiness Standard 2.9A (work provides income to purchase goods and services).

**How does it support the Readiness Standard(s)?**

It adds needed depth and introduces concepts (earning, spending, saving) that help scaffold content for future learning.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Free enterprise system
- Earning
- Spending
- Saving



### Rigor Implications

**Verb**

- Explain

**Level of Bloom's Taxonomy**

- Understanding



**Instructional Implications**

In the U.S. free enterprise system, people make choices about earning, spending, and saving money and about where to live and work.

Provide opportunities for students to think about economic concepts in terms of their real lives. Use realistic scenarios and/or experiential activities to provide experience related to the economic concepts.

Use books and stories to provide examples and additional content. Where possible, tie to people and events mentioned in the TEKS (2.4A, 2.4B, 2.13B). Also include people from the local community as examples.

**(2.10) Economics.** The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:

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



**Supporting the Readiness Standards**

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This student expectation supports Readiness Standard 2.10A (distinguish between producing and consuming).

**How does it support the Readiness Standard(s)?**

By providing specific examples of situations in which people act as producers and consumers, this student expectation supports the Readiness Standard with real world, relevant information clarifying the definitions of producing and consuming.

*May be adjusted according to local curriculum.*



**Academic Vocabulary**

- Producer
- Consumer
- Production
- Goods
- Services



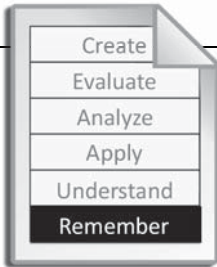
**Rigor Implications**

**Verb**

- Identify

**Level of Bloom’s Taxonomy**

- Remembering



**Instructional Implications**

People are both producers and consumers.

Provide opportunities, such as through study of photographs, stories, or role-play events, for students to learn about how people are both producers and consumers.

Graphic organizers can help students more clearly understand these concepts. Some suggestions include:

- Use photographs, or create drawings, to illustrate a cycle of producing and consuming. Label examples of producing and consuming (2.18D)
- Create an organizer showing sequence of steps (2.18D) in a production cycle and label incidents of producing and consuming. For example, a farmer purchases seeds (acts as a consumer) that he plants. The farmer harvests the fruit (acts as a producer) and sells it to a restaurant owner (the restaurant is a consumer). The restaurant owner uses the farmer’s fruit to make the meals it serves (acts as a producer) and that customers, including the farmer, purchase to eat (act as a consumer).
- Producer: a person or business that creates a product (a good or service) with economic value
- Consumer: a person who buys products and/or services, making decisions to purchase or not purchase

**(2.10) Economics.** The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:

**(C) examine the development of a product from a natural resource to a finished product**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This student expectation supports Readiness Standard 2.10A (distinguish between producing and consuming) by adding needed depth. Relates to 2.10B.

**How does it support the Readiness Standard(s)?**

Examples of products being produced provide concrete examples of a series of steps taking a natural resource to a finished product, which deepens understanding of Readiness Standard 2.10A and Supporting Standard 2.10B.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Product
- Natural resource
- Producer
- Consumer
- Sequence



### Rigor Implications

**Verb**

- Examine

**Level of Bloom's Taxonomy**

- Analyzing



**Instructional Implications**

Provide opportunities for students to examine the process of converting a natural resource into a product. Include simple production sequences to help students recognize the steps in the process. Examples could include:

- Oranges to orange juice
- Apple to apple pie
- Tree to furniture or mulch or firewood or lumber

Include examples of products produced in the local area. Perhaps provide a demonstration of a production sequence for students to document. Perhaps set up an opportunity for students to create a product from a natural resource and record the steps. Perhaps visit a production site.

**(2.11) Government.** The student understands the purpose of governments. The student is expected to:expected to:

**(C) describe how governments tax citizens to pay for services**



**Supporting the Readiness Standards**

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This student expectation supports Readiness Standards 2.11A (identify functions of governments) and 2.11B (identify governmental services in the community). It helps scaffold content related to key questions in K-12 social studies, “What is the role of government in society? How does government function?”

**How does it support the Readiness Standard(s)?**

Government provides services to establish order, provide security, and manage conflict in society. This student expectation makes the connection between taxes paid by citizens and those services that government provides.

*May be adjusted according to local curriculum.*



**Academic Vocabulary**

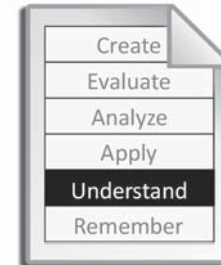
- Government
- Citizen
- Tax
- Government services



**Rigor Implications**

**Verb**

- Describe



**Level of Bloom's Taxonomy**

- Understanding

**Instructional Implications**

Governments tax citizens to pay for services.

In concert with 2.11A and 2.11B, help students make the connection between taxes and government services. Also relate to concepts surrounding citizenship, including participation in government (2.12D) and characteristics of good citizenship (2.13A).

**(2.12) Government.** The student understands the role of public officials. The student is expected to:

**(A) name current public officials, including mayor, governor, and president**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This student expectation supports Readiness Standard 2.12C (identify ways that public officials are selected) by adding specific content.

**How does it support the Readiness Standard(s)?**

This student expectation supports 2.12C by providing concrete examples of the public officials on which to focus when investigating the role of public officials.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Public officials
- Mayor
- Governor
- President



### Rigor Implications

**Verb**

- Name

**Level of Bloom's Taxonomy**

- Remembering



**Instructional Implications**

Provide opportunities for students to name public officials, including those heading the executive branch of local, state, and national governments.

Students can label (name) pictures of the officials and categorize them (local, state, nation) along with other public officials being studied.

Connect learning to Readiness Standard 2.12C (ways that public officials are selected) and Supporting Standards 2.12B (compare the roles of public officials) and 2.12D (identify how citizens participate in their own governance).

Locate the local community, state, and nation on a map (2.5 and 2.6).

**(2.12) Government.** The student understands the role of public officials. The student is expected to:

**(B) compare the roles of public officials, including mayor, governor, and president**



**Supporting the Readiness Standards**

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This student expectation supports Readiness Standard 2.12C (identify ways that public officials are selected) by focusing on the content of the knowledge and skills statement (role of public officials).

**How does it support the Readiness Standard(s)?**

This student expectation supports 2.12C by focusing on the content of the knowledge and skills statement (role of public officials) at a high level of thinking (analyze).

*May be adjusted according to local curriculum.*



**Academic Vocabulary**

- Public official
- Mayor
- Governor
- President



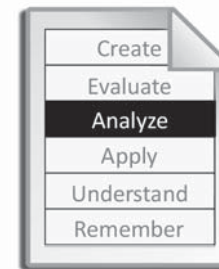
**Rigor Implications**

**Verb**

- Compare

**Level of Bloom’s Taxonomy**

- Analyzing



**Instructional Implications**

The head of the executive branch of government is a leader. In the constitutional republic form of government in the United States, the executive branch is responsible for ensuring laws are executed (enforced, carried out). The legislative branch makes the laws, and the judicial branch interprets and reviews them.

While the overall role of the executive officials is similar, the individual tasks differ. Students begin to see the difference between local, state, and national, which is a difficult concept for small children. Compare how the roles are similar and different.

**(2.12) Government.** The student understands the role of public officials. The student is expected to:

**(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**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This student expectation supports Readiness Standard 2.12C (identify ways that public officials are selected) by introducing the idea that the people are not just governed but participate in their governance (by voting for and electing public officials or by electing officials whose judgment is trusted to appoint other public officials).

#### How does it support the Readiness Standard(s)?

This student expectation supports 2.12C by introducing the idea of representative government and the responsibility of people to participate in government.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Citizen
- Participate



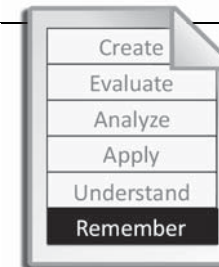
### Rigor Implications

#### Verb

- Identify

#### Level of Bloom's Taxonomy

- Remembering



#### Instructional Implications

Citizens participate in their own governance.

How do citizens participate in government?

- staying informed of what public officials are doing
- providing input to them
- volunteering to participate in government functions

Note that this student expectation is related to 2.13A, which includes as a characteristic of good citizenship “participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting.”

The term “consent of the governed” is introduced in Grade 3 (3.10B), but the foundation is laid here. Provide opportunities for students to recognize that people participate in government. Include as examples actions by people known to the students as well as national figures and historical figures. Use stories and books to help tell the stories of historical figures.

As students discover ways “citizens participate in their own governance,” add to a class list or anchor chart where the examples (ways) can be categorized (staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions)

**(2.13) Citizenship.** The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:

**(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**



**Supporting the Readiness Standards**

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This student expectation provides important information that underlies many of the major concepts in Grade 2 Social Studies, though the information does not directly support Readiness Standards identified here, it supports social studies learning K-12. It is tightly tied to TEKS 2.13B, 2.13C, and 2.13D.

**How does it support the Readiness Standard(s)?**

It supports social studies learning K-12 by providing a list that summarizes the underlying belief and value system of the United States.

*May be adjusted according to local curriculum.*



**Academic Vocabulary**

- Good citizenship
- Truthfulness
- Justice
- Equality
- Respect
- Responsibility
- Participation
- Issues
- Voting



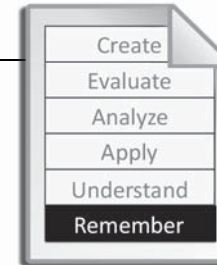
**Rigor Implications**

**Verb**

- Identify

**Level of Bloom's Taxonomy**

- Remembering



**Instructional Implications**

Good citizens believe in truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government and act in ways that exemplify those beliefs.

Provide opportunities for students to observe and recognize (i.e., in real life, in stories, in photographs) incidents of people choosing to make decisions to act as a good citizen by exhibiting the characteristics of

- truthfulness
- justice
- equality
- respect for oneself and others
- responsibility in daily life
- participation in government by
  - educating oneself about the issues
  - respectfully holding public officials to their word
  - voting

Use in connection with historical figures who exhibited characteristics of good citizenship found in 2.13B. Also relate to other historical figures, local citizens, and events where possible (such as 2.1A, 2.4A, 2.4B).

Closely related to 2.13B, 2.13C, and 2.13D, all focused on good citizenship.



**(2.13) Citizenship.** The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:

**(B) identify historical figures such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers, and Sojourner Truth who have exemplified good citizenship**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This student expectation provides important information that underlies many of the major concepts in Grade 2 Social Studies, though the information does not directly support Readiness Standards identified here, it supports social studies learning K-12. It is tightly tied to TEKS 2.13A, 2.13C, and 2.13D.

#### How does it support the Readiness Standard(s)?

It supports social studies learning K-12 by providing specific historical figures who have exhibited characteristics of good citizenship.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Historical figure
- Citizenship



### Rigor Implications

#### Verb

- Identify

#### Level of Bloom's Taxonomy

- Remembering

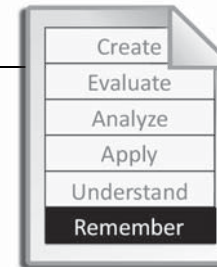
#### Instructional Implications

Historical figures who are good citizens believe in truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government and act in ways that exemplify those beliefs.

Use books, pictures, primary source documents, and other sources to share stories about historical figures exhibiting characteristics of good citizenship.

Provide opportunities for students to learn about incidents in the lives of historical figures and about choices they made to act as good citizens. Include

- Paul Revere (1735-1818) – exemplified good citizenship through his involvement in pre-Revolutionary America. He helped people stay informed about issues through his involvement in the Sons of Liberty, his participation in the Boston Tea Party, his propaganda communications including the etching, The Boston Massacre, and by delivering warning of the British troop movements to colonists. He served in the military during the American Revolution.
- Abigail Adams (1744-1818) – exemplified good citizenship by staying informed about issues and speaking out for what she believed. She held elected officials to their word (through her letters to her husband John Adams). She believed in equality for women and spoke out for women, especially women's property rights and their pursuit of an education.
- Women's Air Service Pilots of WW II: (1942-1944) - exemplified good citizenship by taking responsibility in daily life. They took on the responsibility of transporting aircraft from the factories to military bases during WWII when there were not enough male pilots to accomplish all the tasks needed. They did this knowing they would not be recognized as members of the military.
- Navajo Code Talkers of World War II: - exemplified good citizenship by taking responsibility in daily life, risking their lives as members of the U.S. Marine Corps during WWII, conducting sensitive radio communication in their native language as part of unbreakable codes used in the Pacific, including Iwo Jima.
- Sojourner Truth (circa 1757-1883) – exemplified good citizenship by making choices that supported her beliefs in justice, equality, respect for oneself and others, and responsibility in daily life. She was an African American woman abolitionist and supporter of the women's rights movement who advocated desegregation, supported women's rights, and helped freed slaves adjust to their new lives and find jobs and housing.



**(2.13) Citizenship.** The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:

**(C) identify other individuals who exemplify good citizenship**



**Supporting the Readiness Standards**

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This student expectation provides important information that underlies many of the major concepts in Grade 2 Social Studies, though the information does not directly support Readiness Standards identified here, it supports social studies learning K-12. It is tightly tied to TEKS 2.13A, 2.13B, and 2.13D.

**How does it support the Readiness Standard(s)?**

It supports social studies learning K-12 by providing an opportunity to relate the characteristics of good citizenship to a variety of people and events.

*May be adjusted according to local curriculum.*



**Academic Vocabulary**

- Good citizen



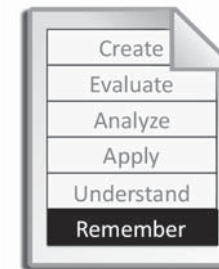
**Rigor Implications**

**Verb**

- Identify

**Level of Bloom's Taxonomy**

- Remembering



**Instructional Implications**

Identify other individuals who have exhibited characteristics of good citizenship, including people involved in current events, local individuals, and other appropriate historical figures.

Provide opportunities for students to learn about acts of good citizenship by these individuals.

Students should conclude that anyone (including them) can act in ways that exemplify good citizenship, and that the acts do not have to be in life-or-death situations. Small acts can exemplify good citizenship, such as standing up for important beliefs and values, opposing bullying (especially in relation to justice, equality, respect), telling the truth, voting, paying taxes, and obeying laws.

**(2.13) Citizenship.** The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:

**(D) identify ways to actively practice good citizenship, including involvement in community service**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This student expectation provides important information that underlies many of the major concepts in Grade 2 Social Studies, though the information does not directly support Readiness Standards identified here, it supports social studies learning K-12. It is tightly tied to TEKS 2.13A, 2.13B, and 2.13C.

#### How does it support the Readiness Standard(s)?

It supports social studies learning K-12 by providing opportunities for students to consider ways people can actively practice good citizenship by making decisions that exemplify the underlying beliefs and value system of the United States.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Citizenship
- Community service



### Rigor Implications

#### Verb

- Identify

#### Level of Bloom's Taxonomy

- Remembering



#### Instructional Implications

Provide opportunities for students to recognize and name ways people (including the students) can actively practice good citizenship. Students could create a brainstorming list.

Students list acts of good citizenship they have learned about in their study of historical figures and speculate on ways the characteristics can be demonstrated in the present.

Since one way people can actively practice good citizenship is by participating in community service projects, a class or school community service project could offer students an opportunity to act as good citizens and contribute to the community and give them an experience choosing to act as a good citizen.

Note that students may know a Boy Scout who has achieved Eagle Scout rank by completing a community service project. Girl Scouts, 4-H clubs, and many other organizations contribute community service projects to the community.

**(2.14) Citizenship.** The student identifies customs, symbols, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:

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



**Supporting the Readiness Standards**

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This standard supports Readiness Standard 2.14D (customs, symbols, and celebrations reflect American beliefs and principles).

**How does it support the Readiness Standard(s)?**

The custom of saying the pledges to the U.S. and Texas flags reminds people of the beliefs and principles that are important to them.

*May be adjusted according to local curriculum.*



**Rigor Implications**

**Verb**

- Recite

**Level of Bloom's Taxonomy**

- Remembering



**Instructional Implications**

Provide opportunities for students to recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag.

- I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.
- Honor the Texas flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible.



**Academic Vocabulary**

- Pledge
- Allegiance
- Honor
- Indivisible

**(2.14) Citizenship.** The student identifies customs, symbols, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:

**(B) identify selected patriotic songs, including “The Star Spangled Banner” and “America the Beautiful”**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This standard supports Readiness Standard 2.14D (customs, symbols, and celebrations reflect American beliefs and principles).

**How does it support the Readiness Standard(s)?**

The custom of singing patriotic songs such as the national anthem (“The Star Spangled Banner”) and “America the Beautiful” reminds people of what is important to them, thus reinforcing the American beliefs and principles that contribute to our national identity.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Patriotic



### Rigor Implications

**Verb**

- Identify

**Level of Bloom’s Taxonomy**

- Remembering



**Instructional Implications**

Provide opportunities for students to learn patriotic songs and identify them as reflecting American beliefs and principles.

- The Star Spangled Banner – lyrics by Francis Scott Key from a poem he wrote when inspired by the sight of the flag flying over Fort McHenry after bombardment during the War of 1812.
- America the Beautiful – lyrics by Katharine Lee Bates from her poem reflecting her appreciation of the America she saw on a train trip across the nation.

Provide students with access to the lyrics of a variety of patriotic songs. So they can identify the songs as patriotic, guide students to identify words and phrases in the songs that they feel reflect America’s beliefs and principles and that express devotion to and love of one’s country.

- Patriotic: expressing devotion to and love of one’s country

**(2.14) Citizenship.** The student identifies customs, symbols, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:

**(C) 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**



### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This standard supports Readiness Standard 2.14D (customs, symbols, and celebrations reflect American beliefs and principles).

**How does it support the Readiness Standard(s)?**

The symbols listed represent American beliefs and principles that contribute to state and national identity.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Symbol



### Rigor Implications

**Verb**

- Identify

**Level of Bloom's Taxonomy**

- Remembering



**Instructional Implications**

What symbols represent the state and nation?

State and National Symbols:

- State bird – mockingbird
- State flower – bluebonnet
- National bird – bald eagle
- National flower – rose

Patriotic Symbols:

- Texas flag – red- bravery, white- purity; blue- loyalty. The lone star- the Republic of Texas
- National flag – red- valor and bravery; white- purity and innocence; blue- vigilance, perseverance, and justice. Stripes for original colonies, stars for states.
- Uncle Sam – personification of the United States and nickname for the United States (generally attributed to 1812)
- National identity – heritage, beliefs, and principles by which a people define themselves as a nation. American identity includes a love of individualism, inventiveness, and freedom (2.14D).

**(2.15) Culture.** The student understands the significance of works of art in the local community. The student is expected to:

**(A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This student expectation supports concepts related to art as a component of culture, dealing with how works of art reflect the local community and local cultural heritage. This student expectation provides additional depth to learning about the local community.

#### How does it support the Readiness Standard(s)?

Works of art are a component of culture. Culture is a human characteristic of place. Studying the stories, poems, statues, paintings, and other examples of the local cultural heritage helps students more deeply understand the local community, including ethnic and/or cultural heritage.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Cultural heritage



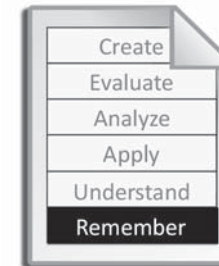
### Rigor Implications

#### Verb

- Identify

#### Level of Bloom's Taxonomy

- Remembering



#### Instructional Implications

What are examples of stories, poems, statues, paintings, and other examples of the local cultural heritage?

Identify examples of stories, poems, statues, paintings, and other works of art that are examples of the local cultural heritage. These works of art are significant to the local community because they reflect the cultural heritage of the community and are part of the community's identity.

**(2.15) Citizenship.** The student understands the significance of works of art in the local community. The student is expected to:

**(B) explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage**



### Supporting the Readiness Standards

#### What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This student expectation supports concepts related to art as a component of culture, dealing with the significance of works of art that reflect the local community and local cultural heritage. This student expectation provides additional depth to learning about the local community.

#### How does it support the Readiness Standard(s)?

Works of art are a component of culture. Culture is a human characteristic of the place. The significance of the stories, poems, statues, paintings, and other examples of the local cultural heritage is that they help students more deeply understand the local community, including ethnic and/or cultural heritage.

*May be adjusted according to local curriculum.*



### Academic Vocabulary

- Significance
- Cultural heritage



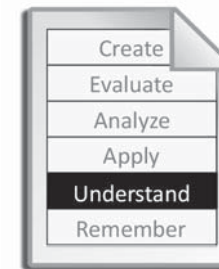
### Rigor Implications

#### Verb

- Explain

#### Level of Bloom's Taxonomy

- Understanding



#### Instructional Implications

Stories, poems, statues, and paintings often reflect local cultural heritage.

How do the identified stories, poems, statues, paintings, and works of art reflect local cultural heritage?

Discuss the cultural heritage and values of the local community. Study the works of art to discover how they reflect the ethnic and cultural heritage of the community.

Relate to community celebrations (2.1A), local community history (2.4C), cultural celebrations (2.16A, 2.16B). Talk about national, state, and community identity, including beliefs and principles, values, and symbols.



**(2.16) Culture.** The student understands ethnic and/or cultural celebrations. The student is expected to:

### (B) compare ethnic and/or cultural celebrations



#### Supporting the Readiness Standards

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This student expectation supports Readiness Standard 2.16A (significance of various ethnic and/or cultural celebrations).

**How does it support the Readiness Standard(s)?**

Ethnic and/or cultural celebrations are an important factor in learning about the local community, which is the focus of Grade 2 Social Studies. Comparing celebrations requires a high level of content knowledge about local celebrations and higher level thinking (Analyzing).

*May be adjusted according to local curriculum.*



#### Academic Vocabulary

- Ethnic
- Cultural
- Compare
- Celebration



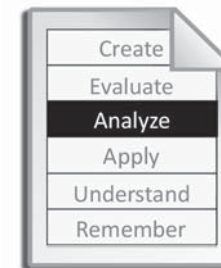
#### Rigor Implications

**Verb**

- Compare

**Level of Bloom's Taxonomy**

- Analyzing



**Instructional Implications**

Students identify and learn about ethnic and/or cultural celebrations in the local community (2.16A) and then analyze the celebrations to see how they are similar and different. This could include recognizing the similar beliefs, principles, and values that are being celebrated and the similar types of activities found in the celebrations (speeches, songs, dances, clothing, foods, parades, flags). Differences occur in the songs sung, the flags flown, the central focus of the celebration, the foods served, etc.

How are local ethnic and/or cultural celebrations similar and different?

Graphic organizers can be used to compare the celebrations. Venn diagrams with critical attributes would work, as would 2-column organizers, and many other varieties.

**(2.17) Science, technology, and society.** The student understands how science and technology have affected life, past and present. The student is expected to:

**(A) describe how science and technology change communication, transportation, and recreation**



**Supporting the Readiness Standards**

**What Readiness Standard(s) or concepts from the Readiness Standards does it support?**

This student expectation supports Readiness Standard 2.17B (science and technology change the ways in which people meet basic needs) and scaffolds learning related to the concepts of change, science, and technology in terms of communication, transportation, and recreation.

**How does it support the Readiness Standard(s)?**

The concepts of change, change over time, and influence of science and technology underlie K-12 social studies learning. Tying the concepts to the economic concept of basic needs (2.17B) and focusing on communication, transportation, and recreation throughout the year lends consistency.

*May be adjusted according to local curriculum.*



**Academic Vocabulary**

- Science
- Technology
- Change
- Communication
- Transportation
- Recreation



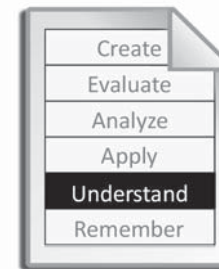
**Rigor Implications**

**Verb**

- Describe

**Level of Bloom's Taxonomy**

- Understanding



**Instructional Implications**

Science and technology change communication, transportation, and recreation.

How do science and technology change communication, transportation, and recreation?

Investigate time periods, including historical times and present times (2.2A) and past, present, and future (2.2B) in terms of changes to the way people live as a result of changing science and technology. Look at the way of life during the time of historical figures included in the TEKS (2.4A, 2.4B, 2.13B) focusing on changes in communication (Abigail Adams, Navajo Code Talkers), transportation (Paul Revere, Robert Fulton, Amelia Earhart), and recreation (perhaps creating music in relation to 2.14B).