

## Second (2<sup>nd</sup>) Grade Social Studies SIDE BY SIDE TEKS August 2010

Current TEKS (1998)	New Revised TEKS 2010
§113.4. Social Studies, Grade 2.	§113.13. Social Studies, Grade 2. <b>Beginning with School Year 2011-2012.</b>
(a) Introduction.	(a) Introduction.
<p>(1) In Grade 2, students focus on a study of their local community by examining the impact of significant individuals and events on the history of the community as well as on the state and nation. Students begin to develop the concepts of time and chronology <b>by measuring calendar time by days, weeks, months, and years.</b> The relationship between the physical environment and human activities is introduced as are the concepts of consumers and producers. Students identify functions of government as well as services provided by the local government. Students continue to acquire knowledge of <b>important</b> customs, symbols, and celebrations that represent American beliefs and principles. Students identify the significance of works of art in the local community and explain how technological innovations have changed transportation and communication. Students communicate what they have learned in written, oral, and visual forms.</p>	<p>(1) In Grade 2, students focus on a study of their local community by examining the impact of significant individuals and events on the history of the community as well as on the state and nation. Students begin to develop the concepts of time and chronology. The relationship between the physical environment and human activities is introduced as are the concepts of consumers and producers. Students identify functions of government as well as services provided by the local government. Students continue to acquire knowledge of customs, symbols, and celebrations that represent American beliefs and principles. Students identify the significance of works of art in the local community and explain how technological innovations have changed transportation and communication. Students communicate what they have learned in written, oral, and visual forms.</p>
<p>(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies; folk<b>tales, myths, and legends;</b> and poetry, songs, and artworks is encouraged. <b>Selections may include the legend of the bluebonnet.</b> Motivating resources are <b>also</b> available from museums, historical sites, presidential libraries, and local and state preservation societies.</p>	<p>(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as <b>nonfiction texts, primary sources,</b> biographies, folk<b>lore,</b> poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, <b>online tours,</b> and local and state preservation societies.</p>

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<p>(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the <b>geography and social studies skills strands</b> in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.</p>	<p>(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. <b>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</b></p>
	<p>(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.</p>
<p>(4) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code, §28.002(h).</p>	<p>(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code <b>(TEC)</b>, §28.002(h).</p>
	<p>(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.</p>

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	(7) Students must demonstrate learning performance related to any federal and state mandates regarding classroom instruction. Although Grade 2 is not required to participate in Celebrate Freedom Week, according to the TEC, §29.907, primary grades lay the foundation for subsequent learning. As a result, Grade 2 Texas essential knowledge and skills include standards related to this patriotic observance.
	(8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governance have either met or failed to meet the ideals espoused in the founding documents.
<b>(b) Knowledge and skills.</b>	<b>(b) Knowledge and skills.</b>
<b>(1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:</b>	<b>(1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:</b>
(A) explain the significance of various community, state, and national celebrations such as Memorial Day, Independence Day, and Thanksgiving; and	(A) explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving; and
(B) identify and explain the significance of various community, state, and national landmarks such as the county courthouse and state and national capitol buildings.	(B) identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings.
<b>(2) History. The student understands the concepts of time and chronology. The student is expected to:</b>	<b>(2) History. The student understands the concepts of time and chronology. The student is expected to:</b>
(A) describe the order of events by using designations of time periods such as ancient times and modern times;	(A) describe the order of events by using designations of time periods such as historical and present times;
(B) use vocabulary related to chronology, including past, present, and future;	(B) apply vocabulary related to chronology, including past, present, and future; and
(C) create and interpret timelines; and	(C) create and interpret timelines for events in the past and present.

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(D) describe and measure calendar time by days, weeks, months, and years.	
<b>(3) History. The student understands how various sources provide information about the past. The student is expected to:</b>	<b>(3) History. The student understands how various sources provide information about the past and present. The student is expected to:</b>
(A) name several sources of information about a given period or event; and	(A) identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources; and
(B) compare various interpretations of the same time period using evidence such as photographs and interviews.	(B) describe various evidence of the same time period using primary sources such as photographs, journals, and interviews.
<b>(4) History. The student understands how historical figures and ordinary people helped to shape our community, state, and nation. The student is expected to:</b>	<b>(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>
(A) identify contributions of historical figures such as Henrietta King and Thurgood Marshall who have influenced the community, state, and nation;	(A) identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation;
(B) identify historic figures such as Amelia Earhart and Robert Fulton who have exhibited a love of individualism and inventiveness; and	(B) identify historical figures, such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver, who have exhibited individualism and inventiveness; and
(C) explain how local people and events have influenced local community history.	(C) explain how people and events have influenced local community history.
<b>(5) Geography. The student uses simple geographic tools such as maps, globes, and photographs. The student is expected to:</b>	<b>(5) Geography. The student uses simple geographic tools such as maps and globes. The student is expected to:</b>
(A) use symbols, find locations, and determine directions on maps and globes; and	(A) interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys; and
(B) draw maps to show places and routes.	(B) create maps to show places and routes within the home, school, and community.

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<p><b>(6) Geography. The student understands the locations and characteristics of places and regions. The student is expected to:</b></p>	<p><b>(6) Geography. The student understands the locations and characteristics of places and regions <b>in the community, state, and nation.</b> The student is expected to:</b></p>
<p>(A) identify major landforms and bodies of water, including continents and oceans, on maps and globes;</p>	<p>(A) identify major landforms and bodies of water, including <b>each of the</b> continents and <b>each of the</b> oceans, on maps and globes;</p>
<p>(B) locate the community, Texas, the United States, <b>and selected countries</b> on maps and globes; and</p>	<p>(B) locate <b>places of significance, including the local</b> community, Texas, the state capital, the <b>U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and</b> the United States on maps and globes; and</p>
<p>(C) <b>compare</b> information from <b>different</b> sources about places and regions.</p>	<p>(C) <b>examine</b> information from <b>various</b> sources about places and regions.</p>
<p><b>(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></p>	<p><b>(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></p>
<p>(A) describe how weather patterns, <b>natural resources</b>, seasonal patterns, <b>and natural hazards</b> affect activities and settlement patterns; and</p>	<p>(A) describe how weather patterns <b>and</b> seasonal patterns affect activities and settlement patterns;</p>
<p>(B) explain how people depend on the physical environment and <b>its</b> natural resources to <b>satisfy their</b> basic needs.</p>	<p><b>(B) describe how natural resources and natural hazards affect activities and settlement patterns;</b></p>
	<p>(C) explain how people depend on the physical environment and natural resources to <b>meet</b> basic needs; <b>and</b></p>
	<p><b>(D) identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns.</b></p>
<p><b>(8) Geography. The student understands how humans use and modify the physical environment. The student is expected to:</b></p>	<p><b>(8) Geography. The student understands how humans use and modify the physical environment. The student is expected to:</b></p>
<p>(A) <b>identify ways in which people depend on the physical environment, including natural resources, to meet basic needs;</b></p>	

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(B) identify ways in which people have modified the physical environment such as building roads, clearing land for urban development, and <b>mining coal</b> ;	(A) identify ways in which people have modified the physical environment such as building roads, clearing land for urban development <b>and agricultural use</b> , and <b>drilling for oil</b> ;
(C) identify consequences of human modification of the physical environment such as the use of irrigation to improve crop yields; and	(B) identify <b>positive and negative</b> consequences of human modification of the physical environment such as the use of irrigation to improve crop yields; and
(D) identify ways people can conserve and replenish natural resources.	(C) identify ways people can conserve and replenish natural resources.
<b>(9) Economics. The student understands the importance of work. The student is expected to:</b>	<b>(9) Economics. The student understands the value of work. The student is expected to:</b>
(A) explain how work provides income to purchase goods and services; and	(A) explain how work provides income to purchase goods and services; and
(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.	(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.
<b>(10) Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:</b>	<b>(10) Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:</b>
(A) distinguish between producing and consuming;	(A) distinguish between producing and consuming;
(B) identify ways in which people are both producers and consumers; and	(B) identify ways in which people are both producers and consumers; and
(C) <b>trace</b> the development of a product from a natural resource to a finished product.	(C) <b>examine</b> the development of a product from a natural resource to a finished product.
<b>(11) Government. The student understands the purpose of governments. The student is expected to:</b>	<b>(11) Government. The student understands the purpose of governments. The student is expected to:</b>
(A) identify functions of governments;	(A) identify functions of governments <b>such as establishing order, providing security, and managing conflict</b> ;

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(B) identify <b>some</b> governmental services in the community such as libraries, schools, and parks and explain their value to the community; and	(B) identify governmental services in the community <b>such as police and fire protection</b> , libraries, schools, and parks and explain their value to the community; and
(C) describe how governments establish order, provide security, and manage conflict.	(C) describe how governments tax citizens to pay for services.
<b>(12) Government. The student understands the role of public officials. The student is expected to:</b>	<b>(12) Government. The student understands the role of public officials. The student is expected to:</b>
(A) compare the roles of public officials including mayor, governor, and president; <b>and</b>	(A) name current public officials, including mayor, governor, and president;
(B) identify ways that public officials are selected, including election and appointment to office.	(B) compare the roles of public officials, including mayor, governor, and president;
	(C) identify ways that public officials are selected, including election and appointment to office; <b>and</b>
	(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.
<b>(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and <b>ordinary people</b>. The student is expected to:</b>	<b>(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and <b>other individuals</b>. The student is expected to:</b>
(A) identify characteristics of good citizenship <b>such as a belief in justice, truth, equality, and responsibility for the common good;</b>	(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;
(B) identify historic figures such as <b>Florence Nightingale</b> , Paul Revere, and Sojourner Truth who have exemplified good citizenship; and	(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;

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(C) identify <b>ordinary people</b> who exemplify good citizenship.	(C) identify <b>other individuals</b> who exemplify good citizenship; and
	(D) identify ways to actively practice good citizenship, including involvement in community service.
<b>(14) Citizenship. The student <b>understands important</b> customs, symbols, and celebrations that represent American beliefs and principles <b>and</b> contribute to our national identity. The student is expected to:</b>	<b>(14) Citizenship. The student <b>identifies</b> customs, symbols, and celebrations that represent American beliefs and principles <b>that</b> contribute to our national identity. The student is expected to:</b>
(A) identify selected patriotic songs <b>such as</b> <i>America the Beautiful</i> ;	(A) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;
(B) identify selected symbols such as state and national birds and flowers and patriotic symbols such as the U.S. and Texas flags and Uncle Sam; and	(B) identify selected patriotic songs, <b>including</b> as "The Star Spangled Banner" and "America the Beautiful";
	(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; and
(C) <b>explain</b> how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.	(D) <b>identify</b> how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.
<b>(15) Culture. The student understands the significance of works of art in the local community. The student is expected to:</b>	<b>(15) Culture. The student understands the significance of works of art in the local community. The student is expected to:</b>
(A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage; and	(A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage; and
(B) explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage.	(B) explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage.
	<b>(16) Culture. The student understands ethnic and/or cultural celebrations. The student is expected to:</b>
	(A) identify the significance of various ethnic and/or cultural celebrations; and
	(B) compare ethnic and/or cultural celebrations.

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<p><b>(16) Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to:</b></p>	<p><b>(17) Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to:</b></p>
<p>(A) describe how science and technology <b>have</b> changed communication, transportation, and recreation; and</p>	<p>(A) describe how science and technology change communication, transportation, and recreation; and</p>
<p>(B) explain how science and technology <b>have</b> changed the ways in which people meet basic needs.</p>	<p>(B) explain how science and technology change the ways in which people meet basic needs.</p>
<p><b>(17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p>	<p><b>(18) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of <b>valid</b> sources, including electronic technology. The student is expected to:</b></p>
<p>(A) obtain information about a topic using a variety of oral sources such as conversations, interviews, and music;</p>	<p>(A) obtain information about a topic using a variety of <b>valid</b> oral sources such as conversations, interviews, and music;</p>
<p>(B) obtain information about a topic using a variety of visual sources such as pictures, <b>graphics, television</b>, maps, <b>computer software</b>, literature, reference sources, and artifacts;</p>	<p>(B) obtain information about a topic using a variety of <b>valid</b> visual sources such as pictures, maps, <b>electronic sources</b>, literature, reference sources, and artifacts;</p>
<p>(C) use various parts of a source, including the table of contents, glossary, and index, as well as keyword <b>computer</b> searches, to locate information;</p>	<p>(C) use various parts of a source, including the table of contents, glossary, and index, as well as keyword <b>Internet</b> searches to locate information;</p>
<p>(D) sequence and categorize information; and</p>	<p>(D) sequence and categorize information; and</p>
<p>(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.</p>	<p>(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.</p>
<p><b>(18) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p>	<p><b>(19) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p>
<p>(A) express ideas orally based on knowledge and experiences; and</p>	<p>(A) express ideas orally based on knowledge and experiences; and</p>

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(B) create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.	(B) create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.
<b>(19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</b>	<b>(20) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</b>
(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and	(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and
(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.	(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.
<i>Source: The provisions of this §113.34 adopted to be effective <b>September 1, 1998, 22 TexReg 7684.</b></i>	<i>Source: The provisions of this §113.20 adopted to be effective <b>August 23, 2010, 35 TexReg 7232.</b></i>