Texas Social Studies

Grade 2 (2022)

Adopted 2022

The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to: 2.1	**A.** explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving; and 2.1.A
	B. identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings. 2.1.B
The student understands how historical figures helped shape the community, state, and nation. The student is expected to: 2.2	**A.** identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation; and 2.2.A
	B. describe how people and events have influenced local community history. 2.2.B
The student uses simple geographic tools, including maps and globes. The student is expected to: 2.3	**A.** identify and use information on maps and globes using basic map elements such as title, cardinal directions, and legend; and 2.3.A
	B. create maps to show places and routes within the home, school, and community. 2.3.B
The student understands the location of places in their community, state, country, and the world. The student is expected to: 2.4	**A.** identify major landforms and bodies of water, including each of the seven continents and each of the oceans, on maps and globes; and 2.4.A
	B. locate places, including the local community, Texas, the United States, the state capital, the U.S. capital, and the bordering countries of Canada and Mexico on maps and globes. 2.4.B
The student understands how humans use and modify the physical environment. The stu to:	**A.** identify ways in which people have modified the physical environment such as clearing land, building roads, using land for agriculture, and drilling for oil; 2.5.A
	B. identify consequences of human modification of the physical environment; and 2.5.B
	identify ways people can conserve and replenish Earth's resources. 2.5.C

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The student understands the value of work. The student is expected to: 2.6	**A.** explain how work provides income to purchase goods and services; and 2.6.A
	B. explain the choices people can make about earning, spending, and saving money. 2.6.B
The student understands the roles of producers and consumers in the production of goods and services. The student is expected to: 2.7	**A.** distinguish between producing and consuming; 2.7.A
	B. identify ways in which people are both producers and consumers; and 2.7.B
	C. trace the development of a product from a natural resource to a finished product. 2.7.C
The student understands the purpose of governments. The student is expected to: 2.8	**A.** identify functions of governments such as establishing order, providing security, and managing conflict; and 2.8.A
	B. identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community. 2.8.B
The student understands the role of public officials. The student is expected to: 2.9	**A.** name current public officials, including mayor, governor, and president; 2.9.A
	B. compare the roles of public officials, including mayor, governor, and president; 2.9.B
	C. identify ways that public officials are selected, including election and appointment to office; and 2.9.C
	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. 2.9.D
The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to: 2.10	**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; 2.10.A
	B. identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth; and 2.10.B
	C. identify ways to actively practice good citizenship, including involvement in community service. 2.10.C
The student un... sy... cel...	**A.** recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag; 2.11.A

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represent American beliefs and principles that contribute to our national identity. The student is expected to: 2.11	B. sing, recite, or identify selected patriotic songs, including "The Star-Spangled Banner" and "America the Beautiful"; 2.11.B
	C. use voting as a method for group decision making; 2.11.C
	D. identify symbols such as state and national birds and flowers and Uncle Sam; and 2.11.D
	E. identify how selected symbols, customs, and celebrations reflect an American love of individualism, inventiveness, and freedom. 2.11.E
The student understands ethnic and/or cultural celebrations. The student is expected to: 2.12	A. identify the significance of various ethnic and/or cultural celebrations; and 2.12.A
	B. compare ethnic and/or cultural celebrations. 2.12.B
The student understands how science and technology have affected life, past and present. The student is expected to: 2.13	A. describe how science and technology have affected communication, transportation, and recreation; and 2.13.A
	B. explain how science and technology have affected the ways in which people meet basic needs. 2.13.B
The student identifies individuals who exhibited individualism and inventiveness. The student is expected to identify individuals who have exhibited individualism and inventiveness such as Amelia Earhart and George Washington Carver. 2.14	14. The student identifies individuals who exhibited individualism and inventiveness. The student is expected to identify individuals who have exhibited individualism and inventiveness such as Amelia Earhart and George Washington Carver. 2.14
The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is e	A. identify and state facts based on relevant evidence; 2.15.A
	B. identify different kinds of historical sources and artifacts and explain how they can be used to study the past; 2.15.B
	C. gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts; and 2.15.C

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	D. interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting. 2.15.D
The student communicates in written, oral, and visual forms. The student is expected to: 2.16	**A.** describe the order of events by using designations of time periods such as historical and present times; 2.16.A
	B. apply vocabulary related to chronology, including past, present, and future; 2.16.B
	C. create and interpret timelines for events in the past and present; 2.16.C
	D. use social studies terminology correctly; 2.16.D
	E. communicate information visually, orally, or in writing based on knowledge and experiences in social studies; 2.16.E
	F. create written and visual material such as stories, maps, and graphic organizers to express ideas; and 2.16.F
	G. apply and practice classroom rules and procedures for listening and responding respectfully. 2.16.G
The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to: 2.17	**A.** use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community; and 2.17.A
	B. use problem-solving and decision-making processes 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. 2.17.B