

Process Standards (Social Studies Skills and Processes)

- 2.15 Social Studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.
- 2.16 Social Studies skills.** The student communicates in written, oral, and visual forms.

Tools to Know

- 2.15(A) identify and state facts based on relevant evidence
- 2.15(B) identify different kinds of historical sources and artifacts and explain how they can be used to study the past
- 2.15(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts
- 2.16(A) describe the order of events by using designations of time periods such as historical and present times
- 2.16(B) apply vocabulary related to chronology, including past, present, and future
- 2.16(C) create and interpret timelines for events in the past and present
- 2.16(D) use social studies terminology correctly
- 2.16(G) apply and practice classroom rules and procedures for listening and responding respectfully

Geography

- 2.3 Geography.** The student uses simple geographic tools, including maps and globes.
- 2.4 Geography.** The student understands the location of places in their community, state, country, and the world.
- 2.5 Geography.** The student understands how humans use and modify the physical environment.

Readiness Standards

- 2.3(A) identify and use information on maps and globes using basic map elements such as title, cardinal directions, and legend
- 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
- 2.5(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

Supporting Standards

- 2.3(B) create maps to show places and routes within the home, school, and community
- 2.4(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
- 2.5(B) identify consequences of human modification of the physical environment

Our Government

- 2.8 Government.** The student understands the purpose of governments.
- 2.9 Government.** The student understands the role of public officials.

Readiness Standards

- 2.8(A) identify functions of governments such as establishing order, providing security, and managing conflict
- 2.8(B) identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community
- 2.9(C) identify ways that public officials are selected, including election and appointment to office

Supporting Standards

- 2.9(A) name current public officials, including mayor, governor, and president
- 2.9(B) compare the roles of public officials, including mayor, governor, and president
- 2.9(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

Citizenship

- 2.1 History.** The student understands the historical significance of landmarks and celebrations in the community, state, and nation.
- 2.10 Citizenship.** The student understands characteristics of good citizenship as exemplified by historical figures and other individuals.
- 2.11 Citizenship.** The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity.

Process Standards	Readiness Standards	Supporting Standards
<p>2.16(G) apply and practice classroom rules and procedures for listening and responding respectfully</p> <p>2.17(A) use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community</p>	<p>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</p> <p>2.10(C) identify ways to actively practice good citizenship, including involvement in community service</p> <p>2.11(C) use voting as a method for group decision making</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>2.11(A) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag</p> <p>2.11(B) sing, recite, or identify selected patriotic songs, including “The Star-Spangled Banner” and “America the Beautiful”</p> <p>2.11(D) identify symbols such as state and national birds and flowers and Uncle Sam</p>

Holidays, Historical Figures, and Culture (Integrating Social Studies with Reading and Writing)

- 2.1 History.** The student understands the historical significance of landmarks and celebrations in the community, state, and nation.
- 2.2 History.** The student understands how historical figures helped shape the community, state, and nation.
- 2.10 Citizenship.** The student understands characteristics of good citizenship as exemplified by historical figures and other individuals.
- 2.11 Citizenship.** The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity.
- 2.12 Culture.** The student understands ethnic and/or cultural celebrations.

Readiness Standards	Supporting Standards
<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(B) describe how people and events have influenced local community history</p> <p>2.11(E) identify how selected symbols, customs, and celebrations reflect an American love of individualism, inventiveness, and freedom</p> <p>2.12(A) identify the significance of various ethnic and/or cultural celebrations</p>	<p>2.2(A) identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation</p> <p>2.10(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</p> <p>2.12(B) compare ethnic and/or cultural celebrations</p>

Data Analysis and Personal Financial Literacy (Integrating Social Studies with Math)

- 2.6 Economics.** The student understands the value of work
- 2.7 Economics.** The student understands the roles of producers and consumers in the production of goods and services.
- 2.15 Social Studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.

Process Standards	Readiness Standards	Supporting Standards
<p>2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting</p>	<p>2.6(A) explain how work provides income to purchase goods and services</p> <p>2.7(A) distinguish between producing and consuming</p>	<p>2.6(B) explain the choices people can make about earning, spending, and saving money</p> <p>2.7(B) identify ways in which people are both producers and consumers</p> <p>2.7(C) trace the development of a product from a natural resource to a finished product</p>

Earth's Materials (Integrating Social Studies with Science)

2.5 Geography. The student understands how humans use and modify the physical environment.

Readiness Standards	Supporting Standards
	2.5(C) identify ways people can conserve and replenish Earth's resources

Technology (Integrating Social Studies with Science)

2.13 Science, technology, and society. The student understands how science and technology have affected life, past and present.

2.14 Science, technology, and society. The student identifies individuals who exhibited individualism and inventiveness.

Readiness Standards	Supporting Standards
2.13(B) explain how science and technology have affected the ways in which people meet basic needs	2.13(A) describe how science and technology have affected communication, transportation, and recreation 2.14(A) identify individuals who have exhibited individualism and inventiveness such as Amelia Earhart and George Washington Carver

Process Standards (Social Studies Skills and Processes)

2.15 Social Studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.

2.16 Social Studies skills. The student communicates in written, oral, and visual forms.

2.17 Social Studies skills. The student uses problem-solving and decision-making skills, working independently and with others.

Ways to Show

- 2.15(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting
- 2.16(E) communicate information visually, orally, or in writing based on knowledge and experiences in social studies
- 2.16(F) create written and visual material such as stories, maps, and graphic organizers to express ideas
- 2.17(A) use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community
- 2.17(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

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