



**BROWNSVILLE INDEPENDENT SCHOOL DISTRICT**  
**2003-2004 & 2004-2005 SOCIAL STUDIES SCOPE & SEQUENCE:**  
**GRADE 2 (ENGLISH & SPANISH)**  
**GRADE LEVEL THEME: CONNECTIONS/CONEXIONES**

\* Reviewed by 2002-2003 Grades 1-2 Curriculum Design Committee (+ = Explicitly Stated in TEKS    ✓ = Connection Student Expectation)

*TEKS/TAKS Connections					TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)	GRADE 2 TEKS INTRODUCTION: (Community with a continued focus on state and nation)
1	2	3	4	5		
					<b>(2.1) History.</b> The student understands the historical significance of landmarks and celebrations in the community, state, and nation.	<p>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.</p> <ul style="list-style-type: none"> <li>• Students begin to develop the concepts of time and chronology by measuring calendar time by days, weeks, months, and years.</li> <li>• Students are introduced to the relationship between the physical environment and human activities as are the concepts of consumers and producers.</li> <li>• Students identify functions of government as well as services provided by the local government.</li> <li>• Students continue to acquire knowledge of important customs, symbols, and celebrations that represent American beliefs and principles.</li> <li>• Students identify the significance of works of art in the local community and explain how technological innovations have changed transportation and communication.</li> <li>• Students communicate what they have learned in written, oral, &amp; visual forms.</li> </ul> <p>Use a variety of rich material such as biographies; folktales, myths, and legends; poetry, songs, and artworks is encouraged.</p> <p>The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes.</p> <p><b>Skills listed in geography &amp; social studies skills strands in The Knowledge &amp; Skills (section b) should be incorporated into the teaching of all essential knowledge &amp; skills for social studies.</b> 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>
✓					(A) explain the significance of various community, state, and national celebrations such as Memorial Day, Independence Day, & Thanksgiving;	
✓					(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>(2.2) History.</b> The student understands the concepts of time and chronology.	
✓					(A) describe the order of events by using designations of time periods such as ancient times and modern times;	
✓					(B) use vocabulary related to chronology, including past, present, and future;	
✓				✓	(C) create and interpret timelines; and	
✓				✓	(D) describe and measure calendar time by days, weeks, months, and years.	
					<b>(2.3) History.</b> The student understands how various sources provide information about the past.	
✓					(A) name several sources of information about a given period or event; and	
✓					(B) compare various interpretations of the same time period using evidence such as photographs and interviews.	
					<b>(2.4) History.</b> The student understands how historical figure and ordinary people helped to shape our community, state, and nation.	
✓					(A) identify contributions of historical figures such as Henrietta King and Thurgood Marshall 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	
✓					(C) explain how local people and events have influenced local community history.	
					<b>(2.5) Geography.</b> The student uses simple geographic tools such as maps, globes, and photographs.	
	✓				(A) use symbols, find locations, and determine directions on maps, and globes; and	

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1	2	3	4	5	
	✓			✓	(B) draw maps to show places and routes.
					<b>(2.6) Geography.</b> The student understands the locations and characteristics of places and regions.
	✓				(A) identify major landforms and bodies of water, including continents and oceans, on maps, and globes;
	✓				(B) locate the community, Texas, the United States, and selected countries on maps and globes, and
	✓				(C) compare information from different sources about places and regions.
					<b>(2.7) Geography.</b> The student understands how physical characteristics of places and regions affect people's activities and settlement patterns.
✓	✓	✓			(A) describe how weather patterns, natural resources, seasonal patterns, and natural hazards affect activities and settlement patterns; and
	✓				(B) explain how people depend on the physical environment and its natural resources to satisfy their basic needs.
					<b>(2.8) Geography.</b> The student understands how humans use and modify the physical environment.
	✓				(A) identify ways in which people depend on the physical environment, including natural resources, to meet basic needs;
	✓				(B) identify ways in which people have modified the physical environment such as building roads, clearing land for urban development, and mining coal;
	✓				(C) identify 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;
					<b>(2.9) Economics.</b> The student understands the importance of work.
		✓			(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>(2.10) Economics.</b> The student understands the roles of producers and consumers in the production of goods and services.
		✓			(A) distinguish between producing and consuming;
		✓			(B) identify ways in which people are both producers and consumers; and
		✓			(C) trace the development of a product from a natural resource to a finished product.
					<b>(2.11) Government.</b> The student understands the purpose of governments.
			✓		(A) identify functions of governments;
			✓		(B) identify some governmental services in the community such as libraries, schools, and parks and explain their value to the community; and
			✓		(C) describe how governments establish order, provide security, and manage conflict;
					<b>(2.13) Citizenship.</b> The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people.

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			✓		(A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good;
			✓		(B) identify historic figures such as Florence Nightingale, Paul Revere, and Sojourner Truth who have exemplified good citizenship; and
			✓		(C) identify ordinary people who exemplify good citizenship .
					<b>(2.14) Citizenship.</b> The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity.
			✓		(A) identify selected patriotic songs such as America the Beautiful;
			✓		(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
✓			✓		(C) explain how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.
					<b>(2.15) Culture.</b> The student understands the significance of works of art in the local community.
			✓		(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>(2.16) Science, technology, and society.</b> The student understands how science and technology have affected daily life, past, and present.
✓	✓			✓	(A) describe how science and technology have changed communication, transportation, and recreation; and
✓	✓			✓	(B) explain how science and technology have changed the ways in which people meet basic needs.
					<b>(2.17) Social studies skills.</b> The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.
✓	✓			✓	(A) obtain information about a topic using a variety of oral sources such as conversations, interviews, and music;
✓	✓			✓	(B) obtain information about a topic using a variety of visual sources such as pictures, graphics, televisions, maps, computer software, literature, reference sources, and artifacts;
✓	✓			✓	(C) use various parts of a source, including the table of contents, glossary, and index, as well as keyword computer searches, to locate information;
✓	✓			✓	(D) sequence and categorize information; and
✓	✓			✓	(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.
					<b>(2.18) Social studies skills.</b> The student communicates in written, oral, and visual forms.
	✓			✓	(A) express ideas orally based on knowledge and experiences; and
	✓			✓	(B) create written and visual material such as stories poems, maps, and graphic organizers to express ideas.

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1	2	3	4	5	
					<b>(2.19) Social studies skills.</b> The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.
	✓			✓	(A) uses 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.

### TAKS Objectives: Grade 8 Social Studies

*Items in italics should be integrated with the strand(s) indicated in each objective.*

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- 1) The student will demonstrate an understanding of issues and events in U.S. **History**.  
*All History Strand    † Geography    † Social Studies Skills*

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  - 2) The student will demonstrate an understanding of **geographic** influences on historical issues and events.  
*History/Westward Expansion    All Geography Strand    † Social Studies Skills*

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  - 3) The student will demonstrate an understanding of **economic and social influences** on historical issues and events.  
*History    All Economic Strand    All Culture Strand    All Science, Technology, and Society Strand  
 † Geography    † Social Studies Skills*

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  - 4) The student will demonstrate an understanding of **political** influences on historical issues and events.  
*History    All Government Strand    All Citizenship Strand    † Geography    † Social Studies Skills*

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  - 5) The student will use **critical-thinking** to analyze social studies information.  
*All Social Studies Strands    † Geography*

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