

To the Parent(s):

After registration is complete and the proctor has been approved, your child may take the Second Grade Social Studies Credit by Examination to assess mastery over the Texas Essential Knowledge and Skills.

WHAT TO BRING

- several sharpened No. 2 pencils

ABOUT THE EXAM

The examination for Second Grade Social Studies consists of 60 questions and is based on the Texas Essential Knowledge and Skills (TEKS) for this subject. The full list of TEKS is included at the end of this document (it is also available online at the Texas Education Agency website, <http://www.tea.state.tx.us/>). The TEKS outline specific topics covered in the exam, as well as more general areas of knowledge and levels of critical thinking. Use the TEKS to focus your study in preparation for the exam.

The examination will take place under supervision, and the recommended time limit is three hours. You may not use any notes or books. You will need to bring the materials listed above. A percentage score from the examination will be reported to the official at your school.

In preparation for the examination, review the TEKS for this subject. It is important to prepare adequately. Any textbook from the Texas Adoption list can be used for a review.

Good luck on your test!

Texas Essential Knowledge and Skills

SOCS 2 – Grade 2 Social Studies

§113.4. Social Studies, Grade 2.

(a) Introduction.

(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 by measuring calendar time by days, weeks, months, and years. 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 important 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.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies; folktales, myths, and legends; and poetry, songs, and artworks is encouraged. Selections may include the legend of the bluebonnet. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.

(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 geography and social studies skills strands 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.

(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).

(b) Knowledge and skills.

(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 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.

(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 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.

(3) History. The student understands how various sources provide information about the past. The student is expected to:

(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.

(4) History. The student understands how historical figures and ordinary people helped to shape our community, state, and nation. The student is expected to:

(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.

(5) Geography. The student uses simple geographic tools such as maps, globes, and photographs. The student is expected to:

(A) use symbols, find locations, and determine directions on maps and globes; and

(B) draw maps to show places and routes.

(6) Geography. The student understands the locations and characteristics of places and regions. The student is expected to:

(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.
- (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, 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.
- (8) Geography.** The student understands how humans use and modify the physical environment. The student is expected to:
- (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.
- (9) Economics.** The student understands the importance of work. The student is expected to:
- (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.
- (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;
- (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.
- (11) Government.** The student understands the purpose of governments. The student is expected to:
- (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.
- (12) Government.** The student understands the role of public officials. The student is expected to:
- (A) compare the roles of public officials including mayor, governor, and president; and
- (B) identify ways that public officials are selected, including election and appointment to office.
- (13) Citizenship.** The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:
- (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.
- (14) Citizenship.** The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:
- (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.
- (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; and
- (B) explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage.
- (16) 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 have changed communication, transportation, and recreation; and
- (B) explain how science and technology have changed the ways in which people meet basic needs.

(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:

(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, television, 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.

(18) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(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.

(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:

(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.

Source: The provisions of this §113.4 adopted to be effective September 1, 1998, 22 TexReg 7684.