

TEKS Clarification Document

Social Studies– Grade 2

2012 – 2013



SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 2

§113.10. Implementation of Texas Essential Knowledge and Skills for Social Studies, Elementary, Beginning with School Year 2011-2012.

Source: The provisions of this §113.10 adopted to be effective August 23, 2010, 35 TexReg 7232.

§113.13. Social Studies, Grade 2, Beginning with School Year 2011-2012.

(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. 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.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as nonfiction texts, primary sources, biographies, folklore, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, online tours, 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 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. 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.

(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.

(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 (TEC), §28.002(h).

(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.

(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 governments have either met or failed to meet the ideals

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espoused in the founding documents.

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| 2.1 | <i>History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:</i> |
| 2.1A | <p>Explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving.</p> <p>Explain</p> <p>HISTORICAL SIGNIFICANCE OF CELEBRATIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Veterans Day – a legal holiday in the United States; formerly Armistice Day but called Veterans' Day since 1954. The day honors and thanks all who served in the United States Armed Forces. Celebrated November 11 (in remembrance of the signing of the Armistice that ended World War I on the 11th hour of the 11th day of the 11th month in 1918) • Memorial Day – (formerly Decoration Day) celebration to remember soldiers who died in war. Decorate their graves with flowers. Always on the last Monday in May. • Independence Day – celebrate declaring independence from Britain in 1776; July 4th • Thanksgiving – remember arrival of Pilgrims, give thanks for living in country where you are free and can celebrate with family. Always last Thursday in November. <p>Celebrations unite us and remind us of what is important. They emphasize what makes us unique as a people and help forge a bond through shared experiences.</p> |
| 2.1B | <p>Identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings.</p> <p>Identify, Explain</p> <p>SIGNIFICANCE OF LANDMARKS</p> <p>Including, but not limited to:</p> <p>Monument – a structure designed to have a lasting tribute to a person, place, or event.</p> <p>Significance – Why are these monuments and government buildings regarded as having great meaning and importance?</p> <ul style="list-style-type: none"> • Monuments <ul style="list-style-type: none"> • Community – statues, parks, bridges, cemeteries, and historic locations • State – San Jacinto, The Alamo, Kennedy Memorial Plaza • Nation – WW II Navajo Code Talker Monument, WASP memorial at Avenger Field, Sweetwater, TX (other examples: The Boston Women's |

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| | <p>Memorial (featuring Abigail Adams), Statue of Liberty)</p> <ul style="list-style-type: none"> • Government buildings • Community – county courthouse, city hall • State – capitol building • Nation – U.S. Capitol building, White House, U.S. Supreme Court |
| 2.2 | <i>History. The student understands the concepts of time and chronology. The student is expected to:</i> |
| 2.2A | <p>Describe the order of events by using designations of time periods such as historical and present times.</p> <p>Describe</p> <p>CHRONOLOGY USING TERMS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Historical times • Present times |
| 2.2B | <p>Apply vocabulary related to chronology, including past, present, and future.</p> <p>Apply</p> <p>VOCABULARY RELATED TO CHRONOLOGY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Past – having existed or occurred in an earlier time • Present – now • Future – something that will happen in time to come |
| 2.2C | <p>Create and interpret timelines for events in the past and present.</p> <p>Create, Interpret</p> <p>TIMELINES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Historical events |

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| | <ul style="list-style-type: none"> • Present event • Significant events in local history • Examples of possible timelines re: significant people <ul style="list-style-type: none"> • Henrietta King • Amelia Earheart • Thurgood Marshall • Robert Fulton • Paul Revere • Sojourner Truth • Abigail Adams • WWII WASPs • WWII Navajo Code Talkers • George Washington Carver • Local people <p>Timeline – chronological listing of events. Arranging events in order can help clarify the sequence in which events occurred, and can indicate cause-and-effect relationships.</p> |
| 2.3 | <i>History. The student understands how various sources provide information about the past and present. The student is expected to:</i> |
| 2.3A | <p>Identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources.</p> <p>Identify</p> <p>SOURCES OF INFORMATION ABOUT PERIODS OR EVENTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Reference materials • Biographies • Newspapers • Electronic sources |

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| 2.3B | <p>Describe various evidence of the same time period using primary sources such as photographs, journals, and interviews.</p> <p>Describe</p> <p>EVIDENCE OF SAME TIME PERIOD USING DIFFERENT SOURCES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Photographs • Journals • Interviews |
| 2.4 | <p><i>History. The student understands how historical figures and other individuals helped shape the community, state, and nation. The student is expected to:</i></p> |
| 2.4A | <p>Identify contributions of historical figures including Thurgood Marshall, Irma Rangel, John Hancock and Theodore Roosevelt who have influenced the community, state and nation.</p> <p>Identify</p> <p>CONTRIBUTIONS OF HISTORICAL FIGURES WHO HAVE INFLUENCED THE COMMUNITY, STATE AND NATION</p> <p>Including, but not limited to:</p> <p>Community</p> <ul style="list-style-type: none"> • Local history figures • How did they influence the community? <p>State</p> <ul style="list-style-type: none"> • Irma Rangel – first female Hispanic elected to the U.S. House of Representatives • How did she influence the state? She was a champion of minority rights, student issues, and funding for the education of low income students. <p>Nation</p> <ul style="list-style-type: none"> • Thurgood Marshall – (citizenship characteristics: justice, respect for oneself and others, participation in government by educating oneself about the issues), first African American appointed to Supreme Court; in 1954, Marshall won his most famous case, Brown v. Board of Education. Chief Justice of the U.S. Supreme Court Earl Warren announced the unanimous decision that segregation of public schools was inherently unequal and unconstitutional, and he ordered desegregation. • How did he influence the nation? He was the attorney that represented Brown in Brown v. Board of Education of Topeka. His victory led to the |

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| | <p>end of segregation.</p> <ul style="list-style-type: none"> • John Hancock – A leader in the colonies' pursuit of independence from Great Britain. He is famously known for signing the Declaration of Independence with an unusually large signature. • How did he influence the nation? He was one of the leaders that helped to persuade the colonists towards a revolution against Great Britain by leading protests against unfair taxation. • Theodore Roosevelt – As the 26th president of the United States, he was a huge proponent of conservation. • How did he influence the nation? He designated thousands of acres of land for the development of national parks. |
| 2.4B | <p>Identify historic figures such as Amelia Earhart, W.E.B. DuBois, Robert Fulton and George Washington Carver who have exhibited a love of individualism and inventiveness.</p> <p>Identify</p> <p>HISTORIC FIGURES WHO EXHIBITED INDIVIDUALISM AND INVENTIVENESS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Amelia Earhart (1897-1937) – female pilot who disappeared during an attempt to fly around the world <ul style="list-style-type: none"> • How did she exhibit individualism and inventiveness? Earhart was ahead of her times and inspired women during the 1930's by role modeling a spirit to pursue unimaginable dreams. In her case, she broke the barriers by becoming the first female pilot to fly across the Atlantic Ocean. • W.E.B. DuBois (1868-1963) – Harvard graduate earning a Ph.D in History and a leader of National Association for the Advancement of Colored People <ul style="list-style-type: none"> • How did he exhibit individualism and inventiveness? He was a civil rights activist and a great proponent of education for African Americans. He went even further by pushing for an end to gender discrimination. • Robert Fulton (1765-1815) – Inventor of the first commercially successful steamboat in the United States <ul style="list-style-type: none"> • How did he exhibit individualism and inventiveness? Even when confronted with many obstacles, such as the lack of funding for his project and encouragement, he persevered. His steamboat eventually became a leading method of travel and transporting goods. • George Washington Carver (1864-1943) – Scientist that rose from slavery to become an innovator for developing methods of crop rotation and the process of conserving nutrients in the soil <ul style="list-style-type: none"> • How did he exhibit individualism and inventiveness? He developed hundreds of ways to utilize peanuts so that the demand would increase and thus help the southern economy. Through vast experiments, he found a way to help southern agriculture by encouraging farmers to plant crops that were alternatives to cotton. The various types of peanuts would restore nutrients in the soil that had been depleted due to cotton, as well as to be a source of food and as a source of other products to sell to improve quality of life. |

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| 2.4C | <p>Explain how people and events have influenced local community history.</p> <p>Explain</p> <p>HOW LOCAL PEOPLE AND EVENTS INFLUENCE COMMUNITY HISTORY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Local people who influenced community • Local events that influenced community |
| 2.5 | <i>Geography. The student uses simple geographic tools such as maps, and globes. The student is expected to:</i> |
| 2.5A | <p>Interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys.</p> <p>Interpret</p> <p>MAPS AND GLOBES USING MAP ELEMENTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Title • Orientation (cardinal directions: north, south, east, west) • Legend/map key • Symbols (symbols depend on map used) |
| 2.5B | <p>Create maps to show places and routes within the home, school, and community.</p> <p>Create</p> <p>MAPS TO SHOW PLACES AND ROUTES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Map of home • School map – map to various school locations • Community map – map to various community locations • Possible examples: <ul style="list-style-type: none"> • Map from one student's house to another |

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| | <ul style="list-style-type: none"> • Map to historical landmark • Map of historical interest (use people in the TEKS; e.g., Amelia Earhart's route) • Map from school to home • Map of escape route for a fire drill at home and school |
| 2.6 | <i>Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:</i> |
| 2.6A | <p>Identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes.</p> <p>Identify</p> <p>MAJOR LANDFORMS AND BODIES OF WATER ON MAPS AND GLOBES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Continents – land areas on the Earth. There are seven continents: North America, South America, Europe, Africa, Asia, Australia, and Antarctica. • Oceans – there are four major oceans: Pacific Ocean, Atlantic Ocean, Indian Ocean, and Arctic Ocean. They are all part of one huge body of salt water which covers the globe. The largest and the deepest is the Pacific Ocean. (In 2000, the International Hydrographic Organization named a fifth ocean, the Southern Ocean, surrounding Antarctica and comprised of southern portions of the Atlantic Ocean, Indian Ocean, and Pacific Ocean. The National Geographic Society does not officially recognize the Southern Ocean, and there is no international agreement on the name and the extent of a fifth ocean.) |
| 2.6B | <p>Locate the community, Texas, and the United States, on maps and globes.</p> <p>Locate</p> <p>COMMUNITY, STATE, NATION ON MAPS AND GLOBES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Local community • Texas • United States |
| 2.6C | <p>Examine information from various sources about places and regions.</p> <p>Examine</p> <p>INFORMATION FROM VARIOUS SOURCES ABOUT PLACES AND REGIONS</p> |

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| | <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Oral sources – conversations, interviews, music • Visual sources (e.g., maps, pictures, electronic sources, literature, reference sources, artifacts) • Print sources (e.g., books, articles, letters, journals, newspapers) |
| 2.7 | <i>Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:</i> |
| 2.7A | <p>Describe how weather patterns and seasonal patterns, affect activities and settlement patterns.</p> <p>Describe</p> <p>HOW ACTIVITIES AND SETTLEMENT PATTERNS ARE AFFECTED BY GEOGRAPHY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Weather patterns – (e.g., North (colder) and South (warmer), Florida and Montana. Can't ice skate by the Florida beach, but people may settle near Florida coast for sunshine and warm weather.) • Seasonal patterns – (e.g., spring, summer, fall, winter; rainy season, dry season.) <ul style="list-style-type: none"> • People settle in areas where they can meet their basic needs of food, clothing, and shelter. • People's activities depend on their environment (fishermen where there are lots of fish, grow crops that are suitable for climate and soil, build houses out of materials they can access, wear clothing appropriate to climate - snow suits, shorts.) • Some people move from place to place depending on seasonal crops. • How people live is influenced by weather, natural resources, natural hazards, and seasonal patterns. |
| 2.7B | <p>Describe how natural resources and natural hazards affect activities and settlement patterns.</p> <p>Describe</p> <p>HOW NATURAL RESOURCES AND NATURAL HAZARDS AFFECT ACTIVITIES AND SETTLEMENT PATTERNS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Natural resources – natural resources are items provided by nature from which people produce goods and provide services. Some examples of natural resources include water, soil, and vegetation, as well as minerals and metals such as gold and iron ore. • People settle in areas where they can meet their basic needs of food, clothing, and shelter. (Early settlers preferred areas that had water and rich soil for food and transportation.) |

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| | <ul style="list-style-type: none"> • Natural resources affect goods people produce and activities they participate in (e.g., fishing operations near the coast; tourism near the beach; surfing, wind-surfing, and scuba diving instruction and shops near the coast) • Natural hazard – not caused by people (e.g., earthquake, tornado, volcano, hurricane, insect infestation) • Some people would never live in California because of the earthquakes; others would never live along the Gulf of Mexico where there might be hurricanes. |
| 2.7C | <p>Explain how people depend on the physical environment and natural resources to meet basic needs.</p> <p>Explain</p> <p>HOW PEOPLE MEET BASIC NEEDS USING THE PHYSICAL ENVIRONMENT AND NATURAL RESOURCES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • People use the natural resources in their physical environment to meet the basic needs of food, clothing, and shelter. They eat the food grown or caught; make clothing of the natural resources like fibers and furs. They build shelter using lumber, rock, sod. • Physical environment – a place's physical characteristics. Everything in and on Earth's surface and its atmosphere within which organisms, communities, or objects exist is the environment. • Natural resources – items provided by nature from which people produce goods and provide services. Some examples of natural resources include water, soil, and vegetation, as well as minerals and metals such as gold and iron ore. Even an abundance of fish can be a natural resource. |
| 2.7D | <p>Identify the characteristics of different communities, including urban, suburban, and rural and how they affect activities and settlement patterns.</p> <p>Identify</p> <p>CHARACTERISTICS OF COMMUNITIES AND HOW THEY AFFECT ACTIVITIES AND SETTLEMENT PATTERNS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Urban – constituting a city; high population density • Activities and settlement patterns <ul style="list-style-type: none"> • People migrate to urban areas in search of employment. • In search of services • Often centers for learning • Overcrowded |

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| | <ul style="list-style-type: none"> • Suburban – a residential district located on the outskirts of a city <ul style="list-style-type: none"> • Activities and settlement patterns <ul style="list-style-type: none"> • Residential/detached housing • Usually commute to their jobs • Rural – living in or characteristic of farming or country life; low population density <ul style="list-style-type: none"> • Activities and settlement patterns <ul style="list-style-type: none"> • Farming • Livestock • Less access to services <p>People usually settle in different kinds of communities because of employment, quality of life, access to services, and cost of living.</p> |
| 2.8 | <i>Geography. The student understands how humans use and modify the physical environment. The student is expected to:</i> |
| 2.8A | <p>Identify ways in which people have modified the physical environment such as building roads, clearing land for urban development and agricultural use and drilling for oil.</p> <p>Identify</p> <p>WAYS PEOPLE MODIFY THE PHYSICAL ENVIRONMENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Build roads • Clear land for urban development and agricultural use • Drill for oil |
| 2.8B | <p>Identify positive and negative consequences of human modification of the physical environment such as the use of irrigation to improve crop yields.</p> <p>Identify</p> <p>CONSEQUENCES OF HUMAN MODIFICATION OF THE PHYSICAL ENVIRONMENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Irrigation to improve crop yields • Positive consequences irrigating include increased food supply for people and animals (improve crop yield). |

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| | <ul style="list-style-type: none"> Negative consequences of modifying the physical environment by irrigating include stressing aquifers and other water supplies, decreasing the number of plant species on the land, changing the insect and animal species on the land. Other examples <ul style="list-style-type: none"> Influences of irrigation on crop yield related to soil fertility, condition of seed, weather conditions, cultivation practices, pests or diseases Humans modifying the environment – If not enough rain humans irrigate to produce more crops. If too much rain, humans provide drainage to obtain more successful crops. Reroute water to keep some places safe from floods, another place floods Crop yield – amount of crop harvested from a field |
| 2.8C | <p>Identify ways people can conserve and replenish natural resources.</p> <p>Identify</p> <p>WAYS PEOPLE CONSERVE AND REPLENISH NATURAL RESOURCES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Conserve and plant trees Recycle Conserve water <ul style="list-style-type: none"> Keep the watershed clean Don't be wasteful |
| 2.9 | <i>Economics. The student understands the value of work. The student is expected to:</i> |
| 2.9A | <p>Explain how work provides income to purchase goods and services.</p> <p>Explain</p> <p>HOW WORK PROVIDES INCOME TO PURCHASE GOODS AND SERVICES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Determine a need that can be filled by a good or service and then work, to provide that good or service. People who need the good or service pay for it, providing you with income that you can then spend on purchasing goods and services for yourself. <ul style="list-style-type: none"> Good – an object people want that they can touch or hold Service – an action that a person does for someone else Work – physical or mental effort or activity directed toward the production or accomplishment of something |

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| | <ul style="list-style-type: none"> Income – money one earns by working |
| 2.9B | <p>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.</p> <p>Explain</p> <p>CHOICES PEOPLE MAKE IN U.S. FREE ENTERPRISE SYSTEM</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Earning – People choose what work to do depending on skills and availability of work or their own inventiveness and where to work. Spending – People choose what to buy, how much to spend on it, and why to buy it. Saving – People choose how much to save, how often to save, and what to save for. Where to Live and Work – People determine their basic needs, talents, and skills and then find a way to live and work to accomplish them. <p>Free Enterprise System is the same as a capitalist or free market economy. In a market economy, individuals depend on supply, demand, and prices to determine the answers to the four economic questions of “what to produce,” “how to produce,” “how much to produce,” and “for whom to produce.” The system has four characteristics – economic freedom, voluntary exchange, private property, and profit motive.</p> |
| 2.10 | <i>Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:</i> |
| 2.10A | <p>Distinguish between producing and consuming.</p> <p>Distinguish between</p> <p>PRODUCING AND CONSUMING</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Produce – to manufacture or create economic goods and services Consume – to purchase economic goods and services |
| 2.10B | <p>Identify ways in which people are both producers and consumers.</p> <p>Identify</p> <p>WAYS PEOPLE ARE PRODUCERS AND CONSUMERS</p> <p>Including, but not limited to:</p> |

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| | <ul style="list-style-type: none"> • Producers – people who make goods or provide services • Consumers – people who buy goods and services • People produce goods and/or services and purchase goods/services from others. <p>Examples:</p> <ul style="list-style-type: none"> • Farmer – grows crops to sell (produce) and purchases other food to eat (consume) • Toy factory – purchases raw materials to make toys (consume), then makes a toy to sell (produce). The toy factory owner also buys other toys and other products to use at his home (consume). • Service – provide a service (producer), use goods and services to accomplish that (consumer). A person who runs a hair salon provides a service and consumes products like shampoo, hires workers, and rents space. |
| 2.10C | <p>Examine the development of a product from a natural resource to a finished product.</p> <p>Examine</p> <p>DEVELOPMENT OF A PRODUCT FROM NATURAL RESOURCE TO FINISHED PRODUCT</p> <p>Including, but not limited to:</p> <p>Examples:</p> <ul style="list-style-type: none"> • Local products • From tree to text book • From cotton boll to clothing • From ore to soda can • From peach to peach pie • From pecan to praline • From cow to steak • From wheat to bread • From peanut to peanut butter • From oranges to orange juice |
| 2.11 | Government. The student understands the purpose of governments. The student is expected to: |
| 2.11A | Identify functions of governments such as establishing order, providing security, and managing conflict. |

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| | <p>Identify</p> <p>FUNCTIONS OF GOVERNMENTS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Establish order • Provide security • Manage conflict |
| 2.11B | <p>Identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community.</p> <p>Identify, Explain</p> <p>GOVERNMENT SERVICES AND THEIR VALUE IN THE COMMUNITY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Police protection – provides law enforcement and promotes safety in the community; crime prevention; protects people and property • Fire protection – provides protection of life, property and the environment • Libraries – public libraries, supported by community government, provide books, research services, educational and entertainment resources and access to community members • Schools – public schools, supported by governmental regulation and tax dollars, provide education to community members • Parks – supported by government, provide places for recreation and family gatherings, including such things as swimming pools, playgrounds, picnic areas, sports field, camping and fishing venues, and other recreational areas |
| 2.11C | <p>Describe how governments tax citizens to pay for services.</p> <p>Describe</p> <p>HOW GOVERNMENTS TAX CITIZENS TO PAY FOR SERVICES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Governments collect taxes and use the money to provide services to the community. • Examples of services include fire and police protection, streetlights, and road maintenance |

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| | <ul style="list-style-type: none"> Examples of taxes include sales tax, property tax, income tax |
| 2.12 | <i>Government. The student understands the role of public officials. The student is expected to:</i> |
| 2.12A | <p>Name current public officials, including mayor, governor, and president.</p> <p>Name</p> <p>CURRENT PUBLIC OFFICIALS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Mayor Governor (Rick Perry) President (Barack Obama) |
| 2.12B | <p>Compare the roles of public officials including mayor, governor, and president.</p> <p>Compare</p> <p>ROLES OF PUBLIC OFFICIALS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Mayor <ul style="list-style-type: none"> Role – the city’s chief executive, directs city departments, positive role model and community leader Governor <ul style="list-style-type: none"> Role – the state’s chief executive, is responsible for the well being of the state, leader of the state militia, recommends legislation, appoints and/or removes certain state officials President <ul style="list-style-type: none"> Role – the country’s chief executive, commander in chief of the armed forces, can appoint or remove important government officials, can veto laws, recommends legislation |
| 2.12C | <p>Identify ways that public officials are selected, including election and appointment to office.</p> <p>Identify</p> <p>WAYS PUBLIC OFFICIALS ARE SELECTED</p> <p>Including, but not limited to:</p> |

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| | <ul style="list-style-type: none"> • Elect – a person wins a majority of votes in an election • Appoint to office – following a set process, a person is selected to fill an office or a position |
| 2.12D | <p>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.</p> <p>Identify</p> <p>HOW CITIZENS PARTICIPATE IN GOVERNMENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Staying informed with what public officials are doing • Providing input to public officials • Volunteering to participate in government functions |
| 2.13 | <p><i>Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:</i></p> |
| 2.13A | <p>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>Identify</p> <p>CHARACTERISTICS OF GOOD CITIZENSHIP</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Truthfulness • Justice • Equality • Respect for oneself and others • Responsibility in daily life • Participation in government <ul style="list-style-type: none"> • Educating oneself about the issues • Respectfully holding public officials to their word • Voting |
| 2.13B | <p>Identify historical figures such as Paul Revere, Abigail Adams, Women Air Force Service Pilots (WASPs) of WWII, and Navajo Code Talkers</p> |

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| | <p>and Sojourner Truth who have exemplified good citizenship.</p> <p>Identify</p> <p>HISTORICAL FIGURES WHO HAVE EXEMPLIFIED GOOD CITIZENSHIP</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Paul Revere (1735-1818) – Exemplified good citizenship by being a courier for the Massachusetts Committee of Correspondence. (stayed informed on issues); risked his life by delivering warning of the British troop movements (responsibility in daily life, acting in the common good) • Abigail Adams (1744-1818) – Exemplified good citizenship by staying informed about issues and speaking out for what she believed. She also held elected officials to their word (as evidenced by her correspondence with John Adams). She was an advocate for women's property rights and their pursuit of an education, but mostly she was a strong sounding board for her husband, John Adams, during times of political turmoil. • Women's Air Service Pilots of WW II (1942-1944) – exemplified good citizenship by risking their lives and knowing they did not receive official military status. • Navajo Code Talkers of World War II – Exemplified good citizenship by risking their lives in order to help the U.S. military develop unbreakable codes while fighting in the Pacific Theater. • Sojourner Truth (circa 1757-1883) – African American woman abolitionist and supporter of the women's rights movement (characteristics exhibited: justice, equality, respect for oneself and others, responsibility in daily life); exemplified good citizenship by advocating desegregation, supporting women's rights, and by helping freed slaves adjust and find jobs and housing. |
| 2.13C | <p>Identify other individuals who exemplify good citizenship.</p> <p>Identify</p> <p>OTHER INDIVIDUALS WHO EXEMPLIFY GOOD CITIZENSHIP</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Local good citizens (and how they exemplify good citizenship) • Namesakes of local schools, parks, streets, and buildings (and how they exemplify good citizenship) • Other examples: <ul style="list-style-type: none"> • Teachers (and how they exemplify good citizenship) • Boy Scouts, Girl Scouts (and how they exemplify good citizenship) • Grandparents, parents (and how they exemplify good citizenship) • First responders (and how they exemplify good citizenship) • Athletes, celebrities (and how they exemplify good citizenship) |

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| 2.13D | <p>Identify ways to actively practice good citizenship including involvement in community service.</p> <p>Identify</p> <p>WAYS TO ACTIVELY PRACTICE GOOD CITIZENSHIP</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Involvement in community service • Ex: helping neighbors, clean-up campaigns, volunteerism |
| 2.14 | <i>Citizenship. The student identifies customs, symbols, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:</i> |
| 2.14A | <p>Recite the Pledge of Allegiance and the Pledge to the Texas Flag.</p> <p>Recite</p> <p>PLEDGE OF ALLEGIANCE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Pledge to the U.S. Flag <ul style="list-style-type: none"> • I pledge allegiance to the flag of the United States of America, and to the republic for which it stands; one Nation under God, indivisible, with liberty and justice for all. (The words under God were added in 1954.) • Pledge to the Texas Flag <ul style="list-style-type: none"> • Honor the Texas flag. I pledge allegiance to thee, Texas, one and indivisible. (1965) |
| 2.14B | <p>Identify selected patriotic songs including “The Star Spangled Banner” and “America the Beautiful.”</p> <p>Identify</p> <p>PATRIOTIC SONGS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • The Star Spangled Banner • America the Beautiful |
| 2.14C | 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. |

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| | <p>Identify</p> <p>SYMBOLS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • State and national birds and flowers <ul style="list-style-type: none"> • U.S. – bald eagle (bird), rose (flower) • Texas – mockingbird (bird), bluebonnet (flower) • Patriotic symbols <ul style="list-style-type: none"> • U.S. flag – white signifies purity and innocence; red signifies valor and bravery; blue signifies vigilance, perseverance, and justice; stripes for original colonies; stars for states. • Texas flag – white-purity, blue-loyalty, red-bravery, lone star-Republic of Texas • Uncle Sam – personification of the United States and nickname for U.S. (1812) • Other symbols <ul style="list-style-type: none"> • State <ul style="list-style-type: none"> • Tree – pecan • Star • Many others state symbols are named, from state fiber (cotton) to the state gem (blue topaz) to the state dinosaur (the <i>sauropod Paluxysaurus jonesi</i>). • Nation <ul style="list-style-type: none"> • Tree – oak • Statue of Liberty • Liberty Bell |
| 2.14D | <p>Identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.</p> <p>Identify</p> <p>HOW CUSTOMS, SYMBOLS, AND CELEBRATIONS REFLECT OUR NATIONAL IDENTITY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • National identity – the defining criteria and shared heritage by which a people define and recognize themselves as a people. In America, components of national identity include a love of individualism, inventiveness, and freedom. These are reflected in our customs, symbols, and celebrations. Americans exhibit a love of country and freedom and celebrate people who exhibit inventiveness and individualism. These beliefs are |

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| | <p>reflected in the things we celebrate and the actions we take.</p> <ul style="list-style-type: none"> • Customs build a shared heritage. <ul style="list-style-type: none"> • Thanksgiving Day with the customary family turkey dinner • Independence Day with parades and fireworks • Singing patriotic songs (national anthem before sporting events) • Starting meetings and the school day with presentation of the flag and “Pledge of Allegiance” • Standing for the U.S. flag at the beginning of parades, at sporting events, etc. • Symbols and celebrations reflect and reinforce our beliefs and heritage <ul style="list-style-type: none"> • Individualism – reflect the country’s culture, but be faithful to you own unique self • Our love of freedom (e.g., Constitution Day, Independence Day, Memorial Day, Veterans Day) • Symbols of freedom (e.g., Liberty Bell, Independence Hall, patriotic songs, U.S. flag, Uncle Sam, bald eagle) • Celebrations honor people who exhibit individualism and inventiveness. <ul style="list-style-type: none"> • Exhibit inventiveness (e.g., Robert Fulton) • Love of freedom (e.g., Paul Revere, Sojourner Truth, Veterans Day, Abigail Adams, WASPs of WW II, Navajo Code Talkers of WW II, Thurgood Marshall, Founding Fathers) • Exhibit individuality (e.g., Amelia Earhart) |
| 2.15 | <i>Culture. The student understands the significance of works of art in the local community. The student is expected to:</i> |
| 2.15A | <p>Identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage.</p> <p>Identify</p> <p>EXAMPLES OF THE LOCAL CULTURAL HERITAGE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Stories • Poems • Statues • Paintings • Other examples of local cultural heritage |
| 2.15B | Explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage. |

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| | <p>Explain</p> <p>SIGNIFICANCE OF EXAMPLES OF LOCAL CULTURAL HERITAGE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Stories • Poems • Statues • Paintings • Other |
| 2.16 | <i>Culture. The student understands ethnic and/or cultural celebrations. The student is expected to:</i> |
| 2.16A | <p>Identify the significance of various ethnic and/or cultural celebrations.</p> <p>Identify</p> <p>SIGNIFICANCE OF LOCAL CELEBRATIONS</p> <p>Including, but not limited to</p> <ul style="list-style-type: none"> • Local ethnic celebrations • Local cultural celebrations |
| 2.16B | <p>Compare ethnic and/or cultural celebrations.</p> <p>Compare</p> <p>CELEBRATIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Local ethnic celebrations • Local cultural celebrations |
| 2.17 | <i>Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to:</i> |
| 2.17A | <p>Describe how science and technology change communication, transportation, and recreation.</p> <p>Describe</p> |

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| | <p>HOW SCIENCE AND TECHNOLOGY CHANGE COMMUNICATION, TRANSPORTATION, AND RECREATION (PAST AND PRESENT)</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Communication – online networking, email, text messaging have increased the rate and proximity of communicating • Transportation – hybrid vehicles, kinetic energy powered trains, nuclear submarines • Recreation – gaming devices, reading devices (kindle or ipad), mp3 players, enhanced high definition televisions, segways |
| 2.17B | <p>Explain how science and technology change the ways in which people meet basic needs.</p> <p>Explain</p> <p>HOW SCIENCE AND TECHNOLOGY CHANGE THE WAY PEOPLE MEET BASIC NEEDS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Food – more specialized varieties have been developed that look better, taste better, travel better, are more resistant to disease and growing conditions; new ways to transport food from farther than the local area; ways to freeze food; produce processed ready-to-heat-and-eat foods, etc. • Clothing – sewing machines; new and improved fabrics (nylon, lycra, polyester, washable silk); machine-made clothing from factories; clothes made in other countries and imported cheaply; zippers; Velcro; buy online • Shelter – transport materials from other than local area; new and improved materials; power tools; air conditioning and heating; appliances and other expectations; recycled plastic as deck material |
| 2.18 | <p><i>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:</i></p> |
| 2.18A | <p>Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music.</p> <p>Use</p> <p>ORAL SOURCES TO OBTAIN INFORMATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Conversations • Interviews • Music • Valid (authentic, justifiable, appropriate) oral sources might include oral histories, first person account interviews, and historical music |
| 2.18B | <p>Obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference</p> |

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| | <p>sources, and artifacts.</p> <p>Use</p> <p>VALID VISUAL SOURCES TO OBTAIN INFORMATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Pictures • Maps • Electronic sources • Literature • Reference sources • Artifacts |
| 2.18C | <p>Use various parts of a source, including the table of contents, glossary, and index, as well as keyword internet searches, to locate information.</p> <p>Use</p> <p>PARTS OF A SOURCE TO LOCATE INFORMATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Table of Contents • Glossary • Index • Keyword internet search |
| 2.18D | <p>Sequence and categorize information.</p> <p>Sequence, Categorize</p> <p>INFORMATION</p> |
| 2.18E | <p>Interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.</p> <p>Interpret</p> <p>ORAL, VISUAL, PRINT MATERIAL</p> |

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| | <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Identify main idea • Predict • Compare and contrast |
| 2.19 | <i>Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</i> |
| 2.19A | <p>Express ideas orally based on knowledge and experiences.</p> <p>Express</p> <p>IDEAS ORALLY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Based on knowledge • Based on experiences |
| 2.19B | <p>Create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.</p> <p>Create</p> <p>VISUAL AND WRITTEN MATERIAL TO EXPRESS IDEAS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Stories • Poems • Maps • Graphic organizers |
| 2.20 | <i>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:</i> |
| 2.20A | <p>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.</p> <p>Use</p> <p>PROBLEM-SOLVING PROCESS</p> |

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| | <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Identify problem • Gather information • List and consider options • Consider advantages and disadvantages • Choose a solution • Implement solution • Evaluate effectiveness of solution |
| 2.20B | <p>Use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and evaluate the effectiveness of the decision.</p> <p>Use</p> <p>DECISION-MAKING PROCESS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Identify situation needing decision • Gather information • Generate options • Predict outcomes • Take action to implement decision • Evaluate the effectiveness of the decision |

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