



## INTERURBAN RAILWAY MUSEUM 2nd GRADE FIELD TRIP

For the young learner the Interurban Railway Museum is a wonderful place to explore! Students will gain knowledge about transportation, see and go inside an authentic train car, view how the electric current flowed through the building and out to the train, see and touch real train tracks and nails, and so much more as they enter the world of a historic train station.

- 1. Students use listening and speaking skills throughout the course of the field trip. They will participate in discussions as they listen attentively to information about historic Plano, the Interurban Railroad, and answer questions.**

### *§110.15. English Language Arts and Reading*

(28) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:

- (A) listen attentively to speakers and ask relevant questions to clarify information; and
- (B) follow, restate, and give oral instructions that involve a short related sequence of actions.

(29) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.

(30) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

- 2. Gain a better understanding and appreciation for the impact of transportation in particular railroads on the people of Texas, Plano, and surrounding areas.**

### *§113.15. Social Studies*

(4) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:

- (A) identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation;
- (B) identify historical figures such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness; and
- (C) explain how people and events have influenced local community history.

(8) Geography. The student understands how humans use and modify the physical environment. The student is expected to:

- (A) 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;
- (B) identify positive and negative consequences of human modification of the physical environment such as the use of irrigation to improve crop yields

(17) 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 change communication, transportation, and recreation; and
- (B) explain how science and technology change the ways in which people meet basic needs.

**3. Acquire knowledge of the impact of transportation, its progress, and how it has affected the Texas economy.**

***§113.15. Social Studies***

(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

**4. Use critical thinking skills, tools, and resources to gain understanding of the history of transportation and its effect on Texas.**

***§113.15. Social Studies***

(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 historical and present times;
- (B) apply vocabulary related to chronology, including past, present, and future; and
- (C) create and interpret timelines for events in the past and present.

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

- (B) describe various evidence of the same time period using primary sources such as photographs, journals, and interviews.

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

- (A) interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys.

**5. Students will have the opportunity to analyze sculpture as well as historical architecture.**

***§117.14. Art***

(1) Perception. The student develops and organizes ideas from the environment. The student is expected to:

- (A) identify variations in objects and subjects from the environment, using the senses; and
- (B) identify art elements such as color, texture, form, line, and space and art principles such as emphasis, pattern, and rhythm.

(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

- (A) identify stories and constructions in a variety of artworks;
- (B) compare ways individuals and families are depicted in different artworks

**6. Read and comprehend information from a variety of resources.**

***§110.15. English Language Arts and Reading***

(3) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

- (A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;
- (B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and

(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

(13) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and explain the author's purpose in writing the text.

(14) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding. Students are expected to:

(B) locate the facts that are clearly stated in a text;

(C) describe the order of events or ideas in a text

**Figure: 19 TAC §110.10(b)**

Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

(A) establish purposes for reading selected texts based upon content to enhance comprehension;

(B) ask literal questions of text;

(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);

(D) make inferences about text using textual evidence to support understanding;

(E) retell important events in stories in logical order; and

(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

**7. Use of mathematical thinking and reasoning.**

***§111.16. Mathematics***

(2.11) Probability and statistics. The student organizes data to make it useful for interpreting information. The student is expected to:

(B) draw conclusions and answer questions based on picture graphs and bar-type graphs

(2.12) Underlying processes and mathematical tools. The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:

(A) identify the mathematics in everyday situations;

(B) solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness

**8. Opportunities to apply scientific knowledge.**

***§112.15. Science***

(6) Force, motion, and energy. The student knows that forces cause change and energy exists in many forms. The student is expected to:

(A) investigate the effects on an object by increasing or decreasing amounts of light, heat, and sound energy such as how the color of an object appears different in dimmer light or how heat melts butter;

(B) observe and identify how magnets are used in everyday life.