Texas Essential Knowledge and Skills (TEKS) Breakouts

Subject	**Chapter 113. Texas Essential Knowledge and Skills for Social Studies**
Subchapter	**Subchapter A. Elementary**
Course	**§113.12. Social Studies, Grade 1, Beginning with School Year 2011-2012.**

(a) Introduction.

(1) In Grade 1, students study their relationship to the classroom, school, and community to establish the foundation for responsible citizenship in society. Students develop concepts of time and chronology by distinguishing among past, present, and future events. Students identify anthems and mottoes of the United States and Texas. Students create simple maps to identify the location of places in the classroom, school, and community. Students explore the concepts of goods and services and the value of work. Students identify individuals who exhibit good citizenship. Students describe the importance of family customs and traditions and identify how technology has changed family life. Students sequence and categorize information. Students practice problem-solving, decision-making, and independent-thinking skills.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material is encouraged. Motivating resources are 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 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 1 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 1 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 espoused in the founding documents.

(b) Knowledge and Skills.

Knowledge and Skills Statement	Student Expectation	Breakout
(1) History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:	(A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veterans Day	(i) describe the origins of customs of the community, state, and nation
(1) History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:	(A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veterans Day	(ii) describe the origins of holidays of the community, state, and nation
(1) History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:	(A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veterans Day	(iii) describe the origins of celebrations of the community, state, and nation

Knowledge and Skills Statement	Student Expectation	Breakout
(1) History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:	(B) compare the observance of holidays and celebrations, past and present	(i) compare the observance of holidays, past and present
(1) History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:	(B) compare the observance of holidays and celebrations, past and present	(ii) compare the observance of celebrations, past and present
(2) 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 Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation	(i) identify contributions of historical figures, including Sam Houston, who have influenced the community, state, and nation
(2) 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 Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation	(ii) identify contributions of historical figures, including George Washington, who have influenced the community, state, and nation

Knowledge and Skills Statement	Student Expectation	Breakout
(2) 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 Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation	(iii) identify contributions of historical figures, including Abraham Lincoln, who have influenced the community, state, and nation
(2) 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 Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation	(iv) identify contributions of historical figures, including Martin Luther King Jr., who have influenced the community, state, and nation
(2) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:	(B) identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness	(i) identify historical figures who have exhibited individualism
(2) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:	(B) identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness	(ii) identify historical figures who have exhibited inventiveness

Knowledge and Skills Statement	Student Expectation	Breakout
(2) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:	(C) compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation	(i) compare the similarities and differences among the lives of historical figures and other individuals who have influenced the community, state, and nation
(2) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:	(C) compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation	(ii) compare the similarities and differences among the activities of historical figures and other individuals who have influenced the community, state, and nation
(3) History. The student understands the concepts of time and chronology. The student is expected to:	(A) distinguish among past, present, and future	(i) distinguish among past, present, and future
(3) History. The student understands the concepts of time and chronology. The student is expected to:	(B) describe and measure calendar time by days, weeks, months, and years	(i) describe calendar time by days

Knowledge and Skills Statement	Student Expectation	Breakout
(3) History. The student understands the concepts of time and chronology. The student is expected to:	(B) describe and measure calendar time by days, weeks, months, and years	(ii) describe calendar time by weeks
(3) History. The student understands the concepts of time and chronology. The student is expected to:	(B) describe and measure calendar time by days, weeks, months, and years	(iii) describe calendar time by months
(3) History. The student understands the concepts of time and chronology. The student is expected to:	(B) describe and measure calendar time by days, weeks, months, and years	(iv) describe calendar time by years
(3) History. The student understands the concepts of time and chronology. The student is expected to:	(B) describe and measure calendar time by days, weeks, months, and years	(v) measure calendar time by days

Knowledge and Skills Statement	Student Expectation	Breakout
(3) History. The student understands the concepts of time and chronology. The student is expected to:	(B) describe and measure calendar time by days, weeks, months, and years	(vi) measure calendar time by weeks
(3) History. The student understands the concepts of time and chronology. The student is expected to:	(B) describe and measure calendar time by days, weeks, months, and years	(vii) measure calendar time by months
(3) History. The student understands the concepts of time and chronology. The student is expected to:	(B) describe and measure calendar time by days, weeks, months, and years	(viii) measure calendar time by years
(3) History. The student understands the concepts of time and chronology. The student is expected to:	(C) create a calendar and simple timeline	(i) create a calendar

Knowledge and Skills Statement	Student Expectation	Breakout
(3) History. The student understands the concepts of time and chronology. The student is expected to:	(C) create a calendar and simple timeline	(ii) create a simple timeline
(4) Geography. The student understands the relative location of places. The student is expected to:	(A) locate places using the four cardinal directions	(i) locate places using the four cardinal directions
(4) Geography. The student understands the relative location of places. The student is expected to:	(B) describe the location of self and objects relative to other locations in the classroom and school	(i) describe the location of self relative to other locations in the classroom
(4) Geography. The student understands the relative location of places. The student is expected to:	(B) describe the location of self and objects relative to other locations in the classroom and school	(ii) describe the location of self relative to other locations in the school

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Geography. The student understands the relative location of places. The student is expected to:	(B) describe the location of self and objects relative to other locations in the classroom and school	(iii) describe the location of objects relative to other locations in the classroom
(4) Geography. The student understands the relative location of places. The student is expected to:	(B) describe the location of self and objects relative to other locations in the classroom and school	(iv) describe the location of objects relative to other locations in the school
(5) Geography. The student understands the purpose of maps and globes. The student is expected to:	(A) create and use simple maps such as maps of the home, classroom, school, and community	(i) create simple maps
(5) Geography. The student understands the purpose of maps and globes. The student is expected to:	(A) create and use simple maps such as maps of the home, classroom, school, and community	(ii) use simple maps

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Geography. The student understands the purpose of maps and globes. The student is expected to:	(B) locate the community, Texas, and the United States on maps and globes	(i) locate the community on maps
(5) Geography. The student understands the purpose of maps and globes. The student is expected to:	(B) locate the community, Texas, and the United States on maps and globes	(ii) locate the community on globes
(5) Geography. The student understands the purpose of maps and globes. The student is expected to:	(B) locate the community, Texas, and the United States on maps and globes	(iii) locate Texas on maps
(5) Geography. The student understands the purpose of maps and globes. The student is expected to:	(B) locate the community, Texas, and the United States on maps and globes	(iv) locate Texas on globes

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Geography. The student understands the purpose of maps and globes. The student is expected to:	(B) locate the community, Texas, and the United States on maps and globes	(v) locate the United States on maps
(5) Geography. The student understands the purpose of maps and globes. The student is expected to:	(B) locate the community, Texas, and the United States on maps and globes	(vi) locate the United States on globes
(6) Geography. The student understands various physical and human characteristics. The student is expected to:	(A) identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather	(i) identify the physical characteristics of place
(6) Geography. The student understands various physical and human characteristics. The student is expected to:	(A) identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather	(ii) describe the physical characteristics of place

Knowledge and Skills Statement	Student Expectation	Breakout
(6) Geography. The student understands various physical and human characteristics. The student is expected to:	(B) identify examples of and uses for natural resources in the community, state, and nation	(i) identify examples of natural resources in the community, state, and nation
(6) Geography. The student understands various physical and human characteristics. The student is expected to:	(B) identify examples of and uses for natural resources in the community, state, and nation	(ii) identify uses for natural resources in the community, state, and nation
(6) Geography. The student understands various physical and human characteristics. The student is expected to:	(C) identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location	(i) identify how the human characteristics of place are based upon geographic location
(6) Geography. The student understands various physical and human characteristics. The student is expected to:	(C) identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location	(ii) describe how the human characteristics of place are based upon geographic location

Knowledge and Skills Statement	Student Expectation	Breakout
7) Economics. The student understands how families meet basic human needs. The student is expected to:	(A) describe ways that families meet basic human needs	(i) describe ways that families meet basic human needs
7) Economics. The student understands how families meet basic human needs. The student is expected to:	(B) describe similarities and differences in ways families meet basic human needs	(i) describe similarities in ways families meet basic human needs
(7) Economics. The student understands how families meet basic human needs. The student is expected to:	(B) describe similarities and differences in ways families meet basic human needs	(ii) describe differences in ways families meet basic human needs
(8) Economics. The student understands the concepts of goods and services. The student is expected to:	(A) identify examples of goods and services in the home, school, and community	(i) identify examples of goods in the home

Knowledge and Skills Statement	Student Expectation	Breakout
(8) Economics. The student understands the concepts of goods and services. The student is expected to:	(A) identify examples of goods and services in the home, school, and community	(ii) identify examples of goods in the school
(8) Economics. The student understands the concepts of goods and services. The student is expected to:	(A) identify examples of goods and services in the home, school, and community	(iii) identify examples of goods in the community
(8) Economics. The student understands the concepts of goods and services. The student is expected to:	(A) identify examples of goods and services in the home, school, and community	(iv) identify examples of services in the home
(8) Economics. The student understands the concepts of goods and services. The student is expected to:	(A) identify examples of goods and services in the home, school, and community	(v) identify examples of services in the school

Knowledge and Skills Statement	Student Expectation	Breakout
(8) Economics. The student understands the concepts of goods and services. The student is expected to:	(A) identify examples of goods and services in the home, school, and community	(vi) identify examples of services in the community
(8) Economics. The student understands the concepts of goods and services. The student is expected to:	(B) identify ways people exchange goods and services	(i) identify ways people exchange goods and services
(8) Economics. The student understands the concepts of goods and services. The student is expected to:	(C) identify the role of markets in the exchange of goods and services	(i) identify the role of markets in the exchange of goods and services
(9) Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:	(A) identify examples of people wanting more than they can have	(i) identify examples of people wanting more than they can have

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(9) Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:	(B) explain why wanting more than they can have requires that people make choices	(i) explain why wanting more than they can have requires that people make choices
(9) Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:	(C) identify examples of choices families make when buying goods and services	(i) identify examples of choices families make when buying goods and services
(10) Economics. The student understands the value of work. The student is expected to:	(A) describe the components of various jobs and the characteristics of a job well performed	(i) describe the components of various jobs
(10) Economics. The student understands the value of work. The student is expected to:	(A) describe the components of various jobs and the characteristics of a job well performed	(ii) describe the characteristics of a job well performed

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(10) Economics. The student understands the value of work. The student is expected to:	(B) describe how specialized jobs contribute to the production of goods and services	(i) describe how specialized jobs contribute to the production of goods
(10) Economics. The student understands the value of work. The student is expected to:	(B) describe how specialized jobs contribute to the production of goods and services	(ii) describe how specialized jobs contribute to the production of services
(11) Government. The student understands the purpose of rules and laws. The student is expected to:	(A) explain the purpose for rules and laws in the home, school, and community	(i) explain the purpose for rules and laws in the home
(11) Government. The student understands the purpose of rules and laws. The student is expected to:	(A) explain the purpose for rules and laws in the home, school, and community	(ii) explain the purpose for rules and laws in the school
(11) Government. The student understands the purpose of rules and laws. The student is expected to:	(A) explain the purpose for rules and laws in the home, school, and community	(iii) explain the purpose for rules and laws in the community

Knowledge and Skills Statement	Student Expectation	Breakout
(11) Government. The student understands the purpose of rules and laws. The student is expected to:	(B) identify rules and laws that establish order, provide security, and manage conflict	(i) identify rules and laws that establish order
(11) Government. The student understands the purpose of rules and laws. The student is expected to:	(B) identify rules and laws that establish order, provide security, and manage conflict	(ii) identify rules and laws that provide security
(11) Government. The student understands the purpose of rules and laws. The student is expected to:	(B) identify rules and laws that establish order, provide security, and manage conflict	(iii) identify rules and laws that manage conflict
(12) Government. The student understands the role of authority figures, public officials, and citizens. The student is expected to:	(A) identify the responsibilities of authority figures in the home, school, and community	(i) identify the responsibilities of authority figures in the home

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(12) Government. The student understands the role of authority figures, public officials, and citizens. The student is expected to:	(A) identify the responsibilities of authority figures in the home, school, and community	(ii) identify the responsibilities of authority figures in the school
(12) Government. The student understands the role of authority figures, public officials, and citizens. The student is expected to:	(A) identify the responsibilities of authority figures in the home, school, and community	(iii) identify the responsibilities of authority figures in the community
(12) Government. The student understands the role of authority figures, public officials, and citizens. The student is expected to:	(B) identify and describe the roles of public officials in the community, state, and nation	(i) identify the roles of public officials in the community, state, and nation
(12) Government. The student understands the role of authority figures, public officials, and citizens. The student is expected to:	(B) identify and describe the roles of public officials in the community, state, and nation	(ii) describe the roles of public officials in the community, state, and nation

Knowledge and Skills Statement	Student Expectation	Breakout
(12) Government. The student understands the role of authority figures, public officials, and citizens. The student is expected to:	(C) identify and describe the role of a good citizen in maintaining a constitutional republic	(i) identify the role of a good citizen in maintaining a constitutional republic
(12) Government. The student understands the role of authority figures, public officials, and citizens. The student is expected to:	(C) identify and describe the role of a good citizen in maintaining a constitutional republic	(ii) describe the role of a good citizen in maintaining a constitutional republic
(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:	(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	(i) identify characteristics of good citizenship, including truthfulness
(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:	(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	(ii) identify characteristics of good citizenship, including justice

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(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:	(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	(iii) identify characteristics of good citizenship, including equality
(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:	(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	(iv) identify characteristics of good citizenship, including respect for oneself
(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:	(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	(v) identify characteristics of good citizenship, including respect for others

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(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:	(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	(vi) identify characteristics of good citizenship, including responsibility in daily life
(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:	(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	(vii) identify characteristics of good citizenship, including participation in government, by educating oneself about the issues
(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:	(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	(viii) identify characteristics of good citizenship, including participation in government by respectfully holding public officials to their word

Knowledge and Skills Statement	Student Expectation	Breakout
(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:	(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	(ix) identify characteristics of good citizenship, including participation in government by voting
(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:	(B) identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship	(i) identify historical figures who have exemplified good citizenship
(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:	(C) identify other individuals who exemplify good citizenship	(i) identify other individuals who exemplify good citizenship
(14) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(A) explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo	(i) explain state patriotic symbols, including the Texas flag

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(14) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(A) explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo	(ii) explain state patriotic symbols, including the Alamo
(14) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(A) explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo	(iii) explain national patriotic symbols, including the United States Flag
(14) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(A) explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo	(iv) explain national patriotic symbols, including the Liberty Bell

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(14) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(A) explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo	(v) explain national patriotic symbols, including the Statue of Liberty
(14) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(B) recite and explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag	(i) recite the Pledge of Allegiance to the United States Flag
(14) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(B) recite and explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag	(ii) recite the Pledge to the Texas Flag

Knowledge and Skills Statement	Student Expectation	Breakout
(14) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(B) recite and explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag	(iii) explain the meaning of the Pledge of Allegiance to the United States Flag
(14) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(B) recite and explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag	(iv) explain the meaning of the Pledge to the Texas Flag
(14) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(C) identify anthems and mottoes of Texas and the United States	(i) identify anthems of Texas

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(14) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(C) identify anthems and mottoes of Texas and the United States	(ii) identify anthems of the United States
(14) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(C) identify anthems and mottoes of Texas and the United States	(iii) identify mottoes of the Texas
(14) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(C) identify anthems and mottoes of Texas and the United States	(iv) identify mottoes of the United States

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(14) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(D) explain and practice voting as a way of making choices and decisions	(i) explain voting as a way of making choices and decisions
(14) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(D) explain and practice voting as a way of making choices and decisions	(ii) practice voting as a way of making choices and decisions
(14) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(E) explain how patriotic customs and celebrations reflect American individualism and freedom	(i) explain how patriotic customs reflect American individualism

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(14) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(E) explain how patriotic customs and celebrations reflect American individualism and freedom	(ii) explain how patriotic customs reflect freedom
(14) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(E) explain how patriotic customs and celebrations reflect American individualism and freedom	(iii) explain how patriotic celebrations reflect American individualism
(14) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(E) explain how patriotic customs and celebrations reflect American individualism and freedom	(iv) explain how patriotic celebrations reflect freedom

Knowledge and Skills Statement	Student Expectation	Breakout
(14) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(F) identify Constitution Day as a celebration of American freedom	(i) identify Constitution Day as a celebration of American freedom
(15) Culture. The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to:	(A) describe and explain the importance of various beliefs, customs, language, and traditions of families and communities	(i) describe the importance of various beliefs of families and communities
(15) Culture. The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to:	(A) describe and explain the importance of various beliefs, customs, language, and traditions of families and communities	(ii) describe the importance of customs of families and communities
(15) Culture. The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to:	(A) describe and explain the importance of various beliefs, customs, language, and traditions of families and communities	(iii) describe the importance of language of families and communities

Knowledge and Skills Statement	Student Expectation	Breakout
(15) Culture. The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to:	(A) describe and explain the importance of various beliefs, customs, language, and traditions of families and communities	(iv) describe the importance of traditions of families and communities
(15) Culture. The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to:	(A) describe and explain the importance of various beliefs, customs, language, and traditions of families and communities	(v) explain the importance of various beliefs of families and communities
(15) Culture. The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to:	(A) describe and explain the importance of various beliefs, customs, language, and traditions of families and communities	(vi) explain the importance of customs of families and communities
(15) Culture. The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to:	(A) describe and explain the importance of various beliefs, customs, language, and traditions of families and communities	(vii) explain the importance of language of families and communities

Knowledge and Skills Statement	Student Expectation	Breakout
(15) Culture. The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to:	(A) describe and explain the importance of various beliefs, customs, language, and traditions of families and communities	(viii) explain the importance of traditions of families and communities
(15) Culture. The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to:	(B) explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities	(i) explain the way folktales reflect beliefs of communities
(15) Culture. The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to:	(B) explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities	(ii) explain the way folktales reflect customs of communities
(15) Culture. The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to:	(B) explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities	(iii) explain the way folktales reflect language of communities

Knowledge and Skills Statement	Student Expectation	Breakout
(15) Culture. The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to:	(B) explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities	(iv) explain the way folktales reflect traditions of communities
(15) Culture. The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to:	(B) explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities	(v) explain the way legends reflect beliefs of communities
(15) Culture. The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to:	(B) explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities	(vi) explain the way legends reflect customs of communities

Knowledge and Skills Statement	Student Expectation	Breakout
(15) Culture. The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to:	(B) explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities	(vii) explain the way legends reflect language of communities
(15) Culture. The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to:	(B) explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities	(viii) explain the way legends reflect traditions of communities
(16) Science, technology, and society. The student understands how technology affects daily life, past and present. The student is expected to:	(A) describe how technology changes the ways families live	(i) describe how technology changes the ways families live
(16) Science, technology, and society. The student understands how technology affects daily life, past and present. The student is expected to:	(B) describe how technology changes communication, transportation, and recreation	(i) describe how technology changes communication

Knowledge and Skills Statement	Student Expectation	Breakout
(16) Science, technology, and society. The student understands how technology affects daily life, past and present. The student is expected to:	(B) describe how technology changes communication, transportation, and recreation	(ii) describe how technology changes transportation
(16) Science, technology, and society. The student understands how technology affects daily life, past and present. The student is expected to:	(B) describe how technology changes communication, transportation, and recreation	(iii) describe how technology changes recreation
(16) Science, technology, and society. The student understands how technology affects daily life, past and present. The student is expected to:	(C) describe how technology changes the way people work	(i) describe how technology changes the way people work
(17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music	(i) obtain information about a topic using a variety of valid oral sources

Knowledge and Skills Statement	Student Expectation	Breakout
(17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts	(i) obtain information about a topic using a variety of valid visual sources
(17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(C) sequence and categorize information	(i) sequence information
(17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(C) sequence and categorize information	(ii) categorize information
(18) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:	(A) express ideas orally based on knowledge and experiences	(i) express ideas orally based on knowledge

Knowledge and Skills Statement	Student Expectation	Breakout
(18) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:	(A) express ideas orally based on knowledge and experiences	(ii) express ideas orally based on experiences
(18) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:	(B) create and interpret visual and written material	(i) create visual material
(18) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:	(B) create and interpret visual and written material	(ii) create written material
(18) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:	(B) create and interpret visual and written material	(iii) interpret visual material

Knowledge and Skills Statement	Student Expectation	Breakout
(18) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:	(B) create and interpret visual and written material	(iv) interpret written material
(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	(i) 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
(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:	(B) 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 reflect on the effectiveness of that decision	(i) 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 reflect on the effectiveness of that decision