Texas Essential Knowledge and Skills (TEKS) Breakouts

Subject	**Chapter 113. Texas Essential Knowledge and Skills for Social Studies**
Subchapter	**Subchapter A. Elementary**
Course	**§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 espoused in the founding documents.

(b) Knowledge and Skills.

Knowledge and Skills Statement	Student Expectation	Breakout
(1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:	(A) explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving	(i) explain the significance of various community, state, and national celebrations
(1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:	(B) identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings	(i) identify various community, state, and national landmarks

Knowledge and Skills Statement	Student Expectation	Breakout
(1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:	(B) identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings	(ii) explain the significance of various community, state, and national landmarks
(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	(i) describe the order of events by using designations of time periods
(2) History. The student understands the concepts of time and chronology. The student is expected to:	(B) apply vocabulary related to chronology, including past, present, and future	(i) apply vocabulary related to chronology, including past

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(2) History. The student understands the concepts of time and chronology. The student is expected to:	(B) apply vocabulary related to chronology, including past, present, and future	(ii) apply vocabulary related to chronology, including present
(2) History. The student understands the concepts of time and chronology. The student is expected to:	(B) apply vocabulary related to chronology, including past, present, and future	(iii) apply vocabulary related to chronology, including future
(2) History. The student understands the concepts of time and chronology. The student is expected to:	(C) create and interpret timelines for events in the past and present	(i) create timelines for events in the past
(2) History. The student understands the concepts of time and chronology. The student is expected to:	(C) create and interpret timelines for events in the past and present	(ii) create timelines for events in the present

Knowledge and Skills Statement	Student Expectation	Breakout
(2) History. The student understands the concepts of time and chronology. The student is expected to:	(C) create and interpret timelines for events in the past and present	(iii) interpret timelines for events in the past
(2) History. The student understands the concepts of time and chronology. The student is expected to:	(C) create and interpret timelines for events in the past and present	(iv) interpret timelines for events in the present
(3) History. The student understands how various sources provide information about the past and present. The student is expected to:	(A) identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources	(i) identify several sources of information about a given period or event
(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	(i) describe various evidence of the same time period using primary sources

Knowledge and Skills Statement	Student Expectation	Breakout
(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	(i) identify contributions of historical figures, including Thurgood Marshall, who have influenced the community, state, and nation
(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	(ii) identify contributions of historical figures, including Irma Rangel, who have influenced the community, state, and nation

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(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	(iii) identify contributions of historical figures, including John Hancock, who have influenced the community, state, and nation
(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	(iv) identify contributions of historical figures, including Theodore Roosevelt, who have influenced the community, state, and nation

Knowledge and Skills Statement	Student Expectation	Breakout
(4) 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 Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness	(i) identify historical figures who have exhibited individualism
(4) 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 Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness	(ii) identify historical figures who have exhibited inventiveness
(4) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:	(C) explain how people and events have influenced local community history	(i) explain how people have influenced local community history

Knowledge and Skills Statement	Student Expectation	Breakout
(4) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:	(C) explain how people and events have influenced local community history	(ii) explain how events have influenced local community history
(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	(i) interpret information on maps using basic map elements
(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	(ii) interpret information on globes using basic map elements

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Geography. The student uses simple geographic tools such as maps and globes. The student is expected to:	(B) create maps to show places and routes within the home, school, and community	(i) create maps to show places within the home
(5) Geography. The student uses simple geographic tools such as maps and globes. The student is expected to:	(B) create maps to show places and routes within the home, school, and community	(ii) create maps to show places within the school
(5) Geography. The student uses simple geographic tools such as maps and globes. The student is expected to:	(B) create maps to show places and routes within the home, school, and community	(iii) create maps to show places within the community
(5) Geography. The student uses simple geographic tools such as maps and globes. The student is expected to:	(B) create maps to show places and routes within the home, school, and community	(iv) create maps to show routes within the home

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Geography. The student uses simple geographic tools such as maps and globes. The student is expected to:	(B) create maps to show places and routes within the home, school, and community	(v) create maps to show routes within the school
(5) Geography. The student uses simple geographic tools such as maps and globes. The student is expected to:	(B) create maps to show places and routes within the home, school, and community	(vi) create maps to show routes within the community
(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:	(A) identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes	(i) identify major landforms, including each of the continents, on maps

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(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:	(A) identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes	(ii) identify major landforms, including each of the continents, on globes
(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:	(A) identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes	(iii) identify major bodies of water, including each of the oceans, on maps
(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:	(A) identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes	(iv) identify major bodies of water, including each of the oceans, on globes

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(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:	(B) locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes	(i) locate places of significance, including the local community, on maps
(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:	(B) locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes	(ii) locate places of significance, including the local community, on globes

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(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:	(B) locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes	(iii) locate places of significance, including Texas, on maps
(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:	(B) locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes	(iv) locate places of significance, including Texas, on globes

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(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:	(B) locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes	(v) locate places of significance, including the state capital, on maps
(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:	(B) locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes	(vi) locate places of significance, including the state capital, on globes

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(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:	(B) locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes	(vii) locate places of significance, including the U.S. capital, on maps
(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:	(B) locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes	(viii) locate places of significance, including the U.S. capital, on globes

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(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:	(B) locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes	(ix) locate places of significance, including major cities in Texas, on maps
(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:	(B) locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes	(x) locate places of significance, including major cities in Texas, on globes

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(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:	(B) locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes	(xi) locate places of significance, including the coast of Texas, on maps
(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:	(B) locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes	(xii) locate places of significance, including the coast of Texas, on globes

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(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:	(B) locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes	(xiii) locate places of significance, including Canada, on maps
(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:	(B) locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes	(xiv) locate places of significance, including Canada, on globes

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(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:	(B) locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes	(xv) locate places of significance, including Mexico, on maps
(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:	(B) locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes	(xvi) locate places of significance, including Mexico, on globes

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(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:	(B) locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes	(xvii) locate places of significance, including the United States, on maps
(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:	(B) locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes	(xviii) locate places of significance, including the United States, on globes
(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:	(C) examine information from various sources about places and regions	(i) examine information from various sources about places

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(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:	(C) examine information from various sources about places and regions	(ii) examine information from various sources about regions
(7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:	(A) describe how weather patterns and seasonal patterns affect activities and settlement patterns	(i) describe how weather patterns affect activities
(7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:	(A) describe how weather patterns and seasonal patterns affect activities and settlement patterns	(ii) describe how weather patterns affect settlement patterns

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(7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:	(A) describe how weather patterns and seasonal patterns affect activities and settlement patterns	(iii) describe how seasonal patterns affect activities
(7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:	(A) describe how weather patterns and seasonal patterns affect activities and settlement patterns	(iv) describe how seasonal patterns affect settlement patterns
(7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:	(B) describe how natural resources and natural hazards affect activities and settlement patterns	(i) describe how natural resources affect activities

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(7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:	(B) describe how natural resources and natural hazards affect activities and settlement patterns	(ii) describe how natural resources affect settlement patterns
(7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:	(B) describe how natural resources and natural hazards affect activities and settlement patterns	(iii) describe how natural hazards affect activities
(7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:	(B) describe how natural resources and natural hazards affect activities and settlement patterns	(iv) describe how natural hazards affect settlement patterns

Knowledge and Skills Statement	Student Expectation	Breakout
(7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:	(C) explain how people depend on the physical environment and natural resources to meet basic needs	(i) explain how people depend on the physical environment to meet basic needs
(7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:	(C) explain how people depend on the physical environment and natural resources to meet basic needs	(ii) explain how people depend on natural resources to meet basic needs
(7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:	(D) identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns	(i) identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities

Knowledge and Skills Statement	Student Expectation	Breakout
(7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:	(D) identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns	(ii) identify the characteristics of different communities, including urban, suburban, and rural, and how they affect settlement patterns
(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	(i) identify ways in which people have modified the physical environment
(8) Geography. The student understands how humans use and modify the physical environment. The student is expected to:	(B) identify positive and negative consequences of human modification of the physical environment such as the use of irrigation to improve crop yields	(i) identify positive consequences of human modification of the physical environment

Knowledge and Skills Statement	Student Expectation	Breakout
(8) Geography. The student understands how humans use and modify the physical environment. The student is expected to:	(B) identify positive and negative consequences of human modification of the physical environment such as the use of irrigation to improve crop yields	(ii) identify negative consequences of human modification of the physical environment
(8) Geography. The student understands how humans use and modify the physical environment. The student is expected to:	(C) identify ways people can conserve and replenish natural resources	(i) identify ways people can conserve natural resources
(8) Geography. The student understands how humans use and modify the physical environment. The student is expected to:	(C) identify ways people can conserve and replenish natural resources	(ii) identify ways people can replenish natural resources
(9) Economics. The student understands the value of work. The student is expected to:	(A) explain how work provides income to purchase goods and services	(i) explain how work provides income to purchase goods and services

Knowledge and Skills Statement	Student Expectation	Breakout
(9) Economics. The student understands the value of work. The student is expected to:	(B) explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work	(i) explain the choices people in the U.S. free enterprise system can make about earning money
(9) Economics. The student understands the value of work. The student is expected to:	(B) explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work	(ii) explain the choices people in the U.S. free enterprise system can make about spending money
(9) Economics. The student understands the value of work. The student is expected to:	(B) explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work	(iii) explain the choices people in the U.S. free enterprise system can make about saving money

Knowledge and Skills Statement	Student Expectation	Breakout
(9) Economics. The student understands the value of work. The student is expected to:	(B) explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work	(iv) explain the choices people in the U.S. free enterprise system can make about where to live
(9) Economics. The student understands the value of work. The student is expected to:	(B) explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work	(v) explain the choices people in the U.S. free enterprise system can make about where to work
(10) Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:	(A) distinguish between producing and consuming	(i) distinguish between producing and consuming

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(10) Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:	(B) identify ways in which people are both producers and consumers	(i) identify ways in which people are producers
(10) Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:	(B) identify ways in which people are both producers and consumers	(ii) identify ways in which people are consumers
(10) Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:	(C) examine the development of a product from a natural resource to a finished product	(i) examine the development of a product from a natural resource to a finished product
(11) Government. The student understands the purpose of governments. The student is expected to:	(A) identify functions of governments such as establishing order, providing security, and managing conflict	(i) identify functions of governments

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(11) Government. The student understands the purpose of governments. The student is expected to:	(B) identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community	(i) identify governmental services in the community
(11) Government. The student understands the purpose of governments. The student is expected to:	(B) identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community	(ii) explain their value to the community
(11) Government. The student understands the purpose of governments. The student is expected to:	(C) describe how governments tax citizens to pay for services	(i) describe how governments tax citizens to pay for services

Knowledge and Skills Statement	Student Expectation	Breakout
(12) Government. The student understands the role of public officials. The student is expected to:	(A) name current public officials, including mayor, governor, and president	(i) name current public officials, including mayor
(12) Government. The student understands the role of public officials. The student is expected to:	(A) name current public officials, including mayor, governor, and president	(ii) name current public officials, including governor
(12) Government. The student understands the role of public officials. The student is expected to:	(A) name current public officials, including mayor, governor, and president	(iii) name current public officials, including president
(12) Government. The student understands the role of public officials. The student is expected to:	(B) compare the roles of public officials, including mayor, governor, and president	(i) compare the roles of public officials, including mayor, governor, and president

Knowledge and Skills Statement	Student Expectation	Breakout
(12) Government. The student understands the role of public officials. The student is expected to:	(C) identify ways that public officials are selected, including election and appointment to office	(i) identify ways that public officials are selected, including election to office
(12) Government. The student understands the role of public officials. The student is expected to:	(C) identify ways that public officials are selected, including election and appointment to office	(ii) identify ways that public officials are selected, including appointment to office
(12) Government. The student understands the role of public officials. The student is expected to:	(D) 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	(i) identify how citizens participate in their own governance through staying informed of what public officials are doing

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(12) Government. The student understands the role of public officials. The student is expected to:	(D) 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	(ii) identify how citizens participate in their own governance through providing input to them
(12) Government. The student understands the role of public officials. The student is expected to:	(D) 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	(iii) identify how citizens participate in their own governance through volunteering to participate in government functions

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	(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

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	(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

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	(v) identify characteristics of good citizenship, including respect for others
(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

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	(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 Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers, and Sojourner Truth 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

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:	(D) identify ways to actively practice good citizenship, including involvement in community service	(i) identify ways to actively practice good citizenship, including involvement in community service
(14) 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:	(A) recite 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 identifies customs, symbols, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:	(A) recite 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 identifies customs, symbols, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:	(B) identify selected patriotic songs, including "The Star Spangled Banner" and "America the Beautiful"	(i) identify selected patriotic songs, including "The Star Spangled Banner"
(14) 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:	(B) identify selected patriotic songs, including "The Star Spangled Banner" and "America the Beautiful"	(ii) identify selected patriotic songs, including "America the Beautiful"
(14) 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:	(C) 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	(i) identify selected symbols

Knowledge and Skills Statement	Student Expectation	Breakout
(14) 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:	(C) 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	(ii) identify patriotic symbols
(14) 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:	(D) identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom	(i) identify how selected customs reflect an American love of individualism
(14) 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:	(D) identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom	(ii) identify how selected customs reflect an American love of inventiveness

Knowledge and Skills Statement	Student Expectation	Breakout
(14) 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:	(D) identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom	(iii) identify how selected customs reflect an American love of freedom
(14) 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:	(D) identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom	(iv) identify how selected symbols reflect an American love of individualism
(14) 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:	(D) identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom	(v) identify how selected symbols reflect an American love of inventiveness

Knowledge and Skills Statement	Student Expectation	Breakout
(14) 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:	(D) identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom	(vi) identify how selected symbols reflect an American love of freedom
(14) 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:	(D) identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom	(vii) identify how selected celebrations reflect an American love of individualism
(14) 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:	(D) identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom	(viii) identify how selected celebrations reflect an American love of inventiveness

Knowledge and Skills Statement	Student Expectation	Breakout
(14) 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:	(D) identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom	(ix) identify how selected celebrations reflect an American love of freedom
(15) Culture. The student understands the significance of works of art in the local community. The student is expected to:	(A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage	(i) identify selected stories of the local cultural heritage
(15) Culture. The student understands the significance of works of art in the local community. The student is expected to:	(A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage	(ii) identify selected poems of the local cultural heritage

Knowledge and Skills Statement	Student Expectation	Breakout
(15) Culture. The student understands the significance of works of art in the local community. The student is expected to:	(A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage	(iii) identify selected statues of the local cultural heritage
(15) Culture. The student understands the significance of works of art in the local community. The student is expected to:	(A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage	(iv) identify selected paintings of the local cultural heritage
(15) Culture. The student understands the significance of works of art in the local community. The student is expected to:	(A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage	(v) identify other examples of the local cultural heritage

Knowledge and Skills Statement	Student Expectation	Breakout
(15) Culture. The student understands the significance of works of art in the local community. The student is expected to:	(B) explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage	(i) explain the significance of selected stories of the local cultural heritage
(15) Culture. The student understands the significance of works of art in the local community. The student is expected to:	(B) explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage	(ii) explain the significance of selected poems of the local cultural heritage
(15) Culture. The student understands the significance of works of art in the local community. The student is expected to:	(B) explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage	(iii) explain the significance of selected statues of the local cultural heritage

Knowledge and Skills Statement	Student Expectation	Breakout
(15) Culture. The student understands the significance of works of art in the local community. The student is expected to:	(B) explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage	(iv) explain the significance of selected paintings of the local cultural heritage
(15) Culture. The student understands the significance of works of art in the local community. The student is expected to:	(B) explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage	(v) explain the significance of other examples of the local cultural heritage
(16) Culture. The student understands ethnic and/or cultural celebrations. The student is expected to:	(A) identify the significance of various ethnic and/or cultural celebrations	(i) identify the significance of various ethnic and/or cultural celebrations
(16) Culture. The student understands ethnic and/or cultural celebrations. The student is expected to:	(B) compare ethnic and/or cultural celebrations	(i) compare ethnic and/or cultural celebrations

Knowledge and Skills Statement	Student Expectation	Breakout
(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	(i) describe how science and technology change communication
(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	(ii) describe how science and technology change transportation
(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	(iii) describe how science and technology change recreation

Knowledge and Skills Statement	Student Expectation	Breakout
(17) Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to:	(B) explain how science and technology change the ways in which people meet basic needs	(i) explain how science and technology change the ways in which people meet basic needs
(18) 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
(18) 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, maps, electronic sources, literature, reference sources, and artifacts	(i) obtain information about a topic using a variety of valid visual sources

Knowledge and Skills Statement	Student Expectation	Breakout
(18) 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) use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate information	(i) use various parts of a source, including the table of contents, to locate information
(18) 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) use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate information	(ii) use various parts of a source, including the glossary, to locate information
(18) 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) use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate information	(iii) use various parts of a source, including the index, to locate information

Knowledge and Skills Statement	Student Expectation	Breakout
(18) 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) use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate information	(iv) use keyword internet searches to locate information
(18) 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:	(D) sequence and categorize information	(i) sequence information
(18) 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:	(D) sequence and categorize information	(ii) categorize information

Knowledge and Skills Statement	Student Expectation	Breakout
(18) 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:	(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting	(i) interpret oral material by identifying the main idea
(18) 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:	(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting	(ii) interpret oral material by predicting
(18) 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:	(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting	(iii) interpret oral material by comparing

Knowledge and Skills Statement	Student Expectation	Breakout
(18) 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:	(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting	(iv) interpret oral material by contrasting
(18) 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:	(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting	(v) interpret visual material by identifying the main idea
(18) 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:	(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting	(vi) interpret visual material by predicting

Knowledge and Skills Statement	Student Expectation	Breakout
(18) 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:	(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting	(vii) interpret visual material by comparing
(18) 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:	(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting	(viii) interpret visual material by contrasting
(18) 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:	(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting	(ix) interpret print material by identifying the main idea

Knowledge and Skills Statement	Student Expectation	Breakout
(18) 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:	(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting	(x) interpret print material by predicting
(18) 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:	(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting	(xi) interpret print material by comparing
(18) 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:	(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting	(xii) interpret print material by contrasting
(19) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(A) express ideas orally based on knowledge and experiences	(i) express ideas orally based on knowledge

Knowledge and Skills Statement	Student Expectation	Breakout
(19) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(A) express ideas orally based on knowledge and experiences	(ii) express ideas orally based on experiences
(19) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) create written and visual material such as stories, poems, maps, and graphic organizers to express ideas	(i) create written material to express ideas
(19) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(B) create written and visual material such as stories, poems, maps, and graphic organizers to express ideas	(ii) create visual material to express ideas

Knowledge and Skills Statement	Student Expectation	Breakout
(20) 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
(20) 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