

| Process Standards (Social Studies Skills and Processes) | |
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| 1.17 | Social Studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. |
| 1.18 | Social Studies skills. The student communicates in oral, visual, and written forms. |
| 1.19 | Social Studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. |
| Tools to Know | Ways to Show |
| 1.17(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music | 1.17(C) sequence and categorize information |
| 1.17(B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts | 1.18(A) express ideas orally based on knowledge and experiences |
| 1.19(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 | 1.18(B) create and interpret visual and written material |
| 1.19(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 | |

| Knowledge and Skills Statements | | |
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| 1.1 | History. The student understands the origins of customs, holidays, and celebrations. | |
| 1.2 | History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. | |
| 1.3 | History. The student understands the concepts of time and chronology. | |
| Rptg Cat | Readiness Standards | Supporting Standards |
| 1 History | 1.1(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 1.2(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 1.3(A)* distinguish among past, present, and future 1.3(C)* create a calendar and simple timeline | 1.1(B) compare the observance of holidays and celebrations, past and present 1.2(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 1.2(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 1.3(B) describe and measure calendar time by days, weeks, months, and years |

| Knowledge and Skills Statements | | |
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| 1.4 | Geography. The student understands the relative location of places. | |
| 1.5 | Geography. The student understands the purpose of maps and globes. | |
| 1.6 | Geography. The student understands various physical and human characteristics. | |
| 1.15 | Culture. The student understands the importance of family and community beliefs, customs, language, and traditions. | |
| Rptg Cat | Readiness Standards | Supporting Standards |
| 2 Geography and Culture | 1.4(A) locate places using the four cardinal directions 1.5(B) locate the community, Texas, and the United States on maps and globes 1.6(A)* identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather 1.6(C)* identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location 1.15(A)* describe and explain the importance of various beliefs, customs, language, and traditions of families and communities | 1.4(B) describe the location of self and objects relative to other locations in the classroom and school 1.5(A) create and use simple maps such as maps of the home, classroom, school, and community 1.6(B)* identify examples of and uses for natural resources in the community, state, and nation 1.15(B) explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities |

Knowledge and Skills Statements

- 1.11 Government.** The student understands the purpose of rules and laws.
- 1.12 Government.** The student understands the role of authority figures, public officials, and citizens.
- 1.13 Citizenship.** The student understands characteristics of good citizenship as exemplified by historical figures and other individuals.
- 1.14 Citizenship.** The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity.

| Rptg Cat | Readiness Standards | Supporting Standards |
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| 3 Government and Citizenship | 1.11(A) explain the purpose for rules and laws in the home, school, and community 1.12(B)* identify and describe the roles of public officials in the community, state, and nation 1.14(E) explain how patriotic customs and celebrations reflect American individualism and freedom | 1.11(B) identify rules and laws that establish order, provide security, and manage conflict 1.12(A) identify the responsibilities of authority figures in the home, school, and community 1.12(C)* identify and describe the role of a good citizen in maintaining a constitutional republic 1.13(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 1.13(B) identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship 1.13(C) identify other individuals who exemplify good citizenship 1.14(A) explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo 1.14(B) recite and explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag 1.14(C) identify anthems and mottoes of Texas and the United States 1.14(D)* explain and practice voting as a way of making choices and decisions 1.14(F) identify Constitution Day as a celebration of American freedom |

Knowledge and Skills Statements

- 1.7 Economics.** The student understands how families meet basic human needs.
- 1.8 Economics.** The student understands the concepts of goods and services.
- 1.9 Economics.** The student understands the condition of not being able to have all the goods and services one wants.
- 1.10 Economics.** The student understands the value of work.
- 1.16 Science, technology, and society.** The student understands how technology affects daily life, past and present.

| Rptg Cat | Readiness Standards | Supporting Standards |
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| 4 Economics, Science, Technology and Society | 1.7(A)* describe ways that families meet basic human needs 1.8(A) identify examples of goods and services in the home, school, and community 1.9(C) identify examples of choices families make when buying goods and services 1.16(B) describe how technology changes communication, transportation, and recreation | 1.7(B) describe similarities and differences in ways families meet basic human needs 1.8(B)* identify ways people exchange goods and services 1.8(C)* identify the role of markets in the exchange of goods and services 1.9(A) identify examples of people wanting more than they can have 1.9(B) explain why wanting more than they can have requires that people make choices 1.10(A) describe the components of various jobs and the characteristics of a job well performed 1.10(B) describe how specialized jobs contribute to the production of goods and services 1.16(A) describe how technology changes the ways families live 1.16(C) describe how technology changes the way people work |

NOTE: The classification of standards on this TEKS Snapshot represents the reviewed and synthesized input of a sample of Texas Social Studies educators. This TEKS Snapshot DOES NOT represent a publication of the Texas Education Agency. District curriculum materials may reflect other classifications.