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| <p>1. History. The student understands that holidays are celebrations of special events.. The student is expected to:</p> <p>A. identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day; and</p> <p>B. identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.</p> <p>2. History. The student understands how historical figures helped shape the state and nation. The student is expected to:</p> <p>A. identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation.</p> <p>3. Geography. The student understands the concept of location. The student is expected to:</p> <p>A. use spatial terms, including over, under, near, far, left, and right, to describe relative location;</p> <p>B. locate places on the school campus and describe their relative locations; and</p> <p>C. identify and use geographic tools that aid in determining location, including maps and globes.</p> <p>4. Geography. The student understands physical and human characteristics of place to better understand self, home, family, classroom, and the world around them. The student is expected to:</p> <p>A. use spatial terms, including over, under, near, far, left, and right, to describe relative location;</p> <p>B. locate places on the school campus and describe their relative locations; and</p> <p>C. identify and use geographic tools that aid in determining location, including maps and globes.</p> <p>5. Economics. The student understands the difference between human needs and wants and how they are met. The student is expected to:</p> <p>A. identify basic human needs of food, clothing, and shelter;</p> <p>B. explain the difference between needs and wants; and</p> <p>C. explain how basic human needs and wants can be met.</p> <p>6. Economics. The student understands the value of jobs. The student is expected to:</p> <p>A. identify jobs in the home, school, and community; and</p> <p>B. explain why people have jobs.</p> | <p>7. Government. The student understands the purpose of rules. The student is expected to:</p> <p>A. identify purposes for having rules; and</p> <p>B. identify rules that provide order, security, and safety in the home and school.</p> <p>8. Government. The student understands the role of authority figures. The student is expected to:</p> <p>A. identify authority figures in the home, school, and community; and</p> <p>B. explain how authority figures enforce rules.</p> <p>9. Citizenship. The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to:</p> <p>A. identify the United States flag and the Texas state flag;</p> <p>B. recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag; and</p> <p>C. use voting as a method for group decision making.</p> <p>10. Culture. The student understands similarities and differences among individuals. The student is expected to:</p> <p>A. identify similarities and differences among individuals such as kinship and religion.</p> <p>11. Culture. The student understands the importance of family traditions. The student is expected to:</p> <p>A. describe and explain the importance of family traditions; and</p> <p>B. compare traditions among families.</p> <p>12. Science, technology, and society. The student understands ways technology is used in the home and school and how technology affects people's lives. The student is expected to:</p> <p>A. identify examples of technology used in the home and school;</p> <p>B. describe how technology helps accomplish specific tasks and meet people's needs; and</p> <p>C. describe how his or her life might be different without modern technology.</p> | <p>13. Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:</p> <p>A. identify and state facts based on relevant evidence;</p> <p>B. identify different kinds of historical sources and artifacts and explain how they can be used to study the past;</p> <p>C. gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance; and</p> <p>D. sequence and categorize information.</p> <p>14. Social studies skills. The student communicates in oral and visual forms. The student is expected to:</p> <p>A. place events in chronological order;</p> <p>B. use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow;</p> <p>C. communicate information visually, orally, or in writing based on knowledge and experiences in social studies;</p> <p>D. create and interpret visuals, including pictures and maps; and</p> <p>E. apply and practice classroom rules and procedures for listening and responding respectfully.</p> <p>15. Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:</p> <p>A. use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community; and</p> <p>B. use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p> |
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