

TEKS Clarification Document

Social Studies– Grade 1

2012 – 2013



SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

GRADE 1

§113.10. Implementation of Texas Essential Knowledge and Skills for Social Studies, Elementary, Beginning with School Year 2011-2012.

Source: The provisions of this §113.10 adopted to be effective August 23, 2010, 35 TexReg 7232.

§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

(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.

Italicized black text: Knowledge and Skills Statement (TEKS); **Black text:** Student Expectation (TEKS)

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1.1	History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:
1.1A	<p>Describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veterans Day.</p> <p>Describe</p> <p>ORIGINS OF CUSTOMS, HOLIDAYS, AND CELEBRATIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Customs – Ways of doing things within a group which after being practiced for a long time become habit. • Celebrations – Festivities engaged in to celebrate something • Holiday – A day in commemoration of some event or in honor of some person <p>Community</p> <ul style="list-style-type: none"> • Local Celebration: _____ <ul style="list-style-type: none"> • Origin – Origin of local holiday, custom, celebrations • Customs <p>State</p> <ul style="list-style-type: none"> • San Jacinto Day (April 21) <ul style="list-style-type: none"> • Origin: Celebrates end of the Texas Revolution when Texans led by Sam Houston defeated Mexican President and General Santa Anna at the battle of San Jacinto (April 21, 1836) • Customs <p>Nation</p> <ul style="list-style-type: none"> • Independence Day (July 4) <ul style="list-style-type: none"> • Origin – Celebrates the birth of our nation, the day the Declaration of Independence was signed. (July 4, 1776). Made an official holiday in 1783, the year the War for Independence (American Revolution) ended. Made a federal holiday in 1941. • Customs – fireworks, picnics, ice cream, parades, “1812 Overture” during fireworks display • Veterans’ Day (November 11) <ul style="list-style-type: none"> • Origin – Honors veterans who have served in the military defending our country. (Originally called Armistice Day, the Armistice to temporarily halt hostilities of World War I was signed the 11th hour of the 11th day of the 11th month, 1918 - November 11, 1918. Expanded to include all veterans and made official in 1978.) • Customs – ceremonies at cemeteries, patriotic parades, wreath at the Tomb of the Unknown Soldier

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<p>1.1B</p>	<p>Compare the observance of holidays and celebrations, past and present.</p> <p>Compare</p> <p>OBSERVANCES PAST AND PRESENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • San Jacinto Day <ul style="list-style-type: none"> • Past – celebrations of victory for Texas sovereignty • Present – reenactments and other festivities • Independence Day <ul style="list-style-type: none"> • Past – picnics, fireworks displays, and parades • Present – fireworks display, parades, etc. • Veterans Day <ul style="list-style-type: none"> • Past – Armistice Day in celebration of the end of WWI • Present – celebrates all Veterans • Constitution Day <ul style="list-style-type: none"> • Past – Beginning in 2005, schools receiving federal funds were mandated by Congress to observe Constitution Day on September 17. • Present – National celebration and implementation of lesson plans with interactive websites and access to the national archives primary resources.
<p>1.2</p>	<p><i>History. The student understands how historical figures, patriots, and good citizens helped to shape the community, state, and nation. The student is expected to:</i></p>
<p>1.2A</p>	<p>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.</p> <p>Identify</p> <p>CONTRIBUTIONS OF HISTORICAL FIGURES WHO HAVE INFLUENCED THE COMMUNITY, STATE, AND NATION</p> <p>Including, but not limited to:</p> <p>Community</p> <ul style="list-style-type: none"> • Local Historical Figure: _____

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	<ul style="list-style-type: none"> • Contributions – What specific contributions did the local figure make that influenced the community? (These will be chosen by the school/teacher.) <p>State</p> <ul style="list-style-type: none"> • Sam Houston • Contributions – First president of the Republic of Texas. When Texas joined the Union, he became a U.S. senator. Also served as Governor of Texas and influenced legislation at the state and national level. He was a military leader who played a crucial role in the Battle of San Jacinto by helping to defeat Mexico and acquire independence for Texas. <p>Nation</p> <ul style="list-style-type: none"> • George Washington • Contributions – He demonstrated/role modeled great leadership skills by leading his men during the American Revolution. He also provided precedence for future leaders of our nation. • Abraham Lincoln • Contributions – He led the United States during the Civil War, preserving the Union and freeing the slaves in slave states with the Emancipation Proclamation. • Martin Luther King, Jr. • Contributions – He led a national movement to establish equal rights for African Americans. King is highly regarded for his peaceful and non-violent demonstrations in his quest for equality.
1.2B	<p>Identify historical figures including Alexander Graham Bell, Thomas Edison, Garrett Morgan and Richard Allen and other individuals who have exhibited individualism and inventiveness.</p> <p>Identify</p> <p>HISTORICAL FIGURES WHO HAVE EXHIBITED INDIVIDUALISM AND INVENTIVENESS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Individualism • Richard Allen –(citizenship characteristic: responsibility in daily life) African-American preacher (founder of the African Methodist Episcopal Church), born a slave and then purchased his freedom, who felt responsibility for his community when he led community efforts to working with the sick and dying in all capacities, including working as nurses, cart drivers, and grave diggers during the 1793 yellow fever epidemic. He also "saw the necessity of erecting a place of worship for the colored people," and did that. Where he saw a need in the community, he stepped in to lead. • Inventiveness • Alexander Graham Bell – Inventor of the telephone (1876 patent). Inspired by his mother and his wife, both of whom were deaf, his research on hearing and speech. Led to the development of the telephone, as well as many techniques for teaching the deaf. Founded the Bell Telephone Company. Held 18 patents of his own and 12 with collaborators, including improvements to the phonograph.

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	<ul style="list-style-type: none"> • Thomas Edison – Primarily known for his invention of the incandescent electric light bulb which soon replaced gaslight. Holder of more than 1,000 patents, many related to mass communications and telecommunications. He also invented the motion picture camera and phonograph, a stock ticker, a mechanical vote recorder, a battery for an electric car, electrical power, recorded music. Originated the concept and implementation of electric-power generation and distribution system that delivered electricity to homes, businesses, forming Edison General Electric in 1890. • Garrett Morgan – Inventor and businessman who invented many safety and lifesaving devices, including a gas mask and smoke protector, as well as one of the first U.S. patents for a traffic signal (1923, Cincinnati). He used his gas mask to rescue 32 men trapped during an explosion in a tunnel 250 feet below Lake Erie. His Safety Hood and Smoke Protector won a gold medal from the International Association of Fire Chiefs. Son of former slaves, born in 1877. • Other individuals
<p>1.2C</p>	<p>Compare the similarities and differences among the lives and activities of historical figures-and other individuals who have influenced the community, state, and nation.</p> <p>Compare</p> <p>SIMILARITIES AND DIFFERENCES AMONG HISTORICAL FIGURES AND OTHER INDIVIDUALS WHO HAVE INFLUENCED THE COMMUNITY STATE AND NATION</p> <p>Including, but not limited to:</p> <p>Community</p> <ul style="list-style-type: none"> • Historical figures who have influenced the community <ul style="list-style-type: none"> • Local figures and how they influenced the community • How local figures were similar to others • How local figures were different from others • Other individuals who have influenced the community <ul style="list-style-type: none"> • How local figures influence the community • How local figures are similar to others • How local figures are different from others <p>State</p> <ul style="list-style-type: none"> • Sam Houston <ul style="list-style-type: none"> • Contributions – First president of the Republic of Texas; when Texas joined the Union, he became a U.S. senator; Governor of Texas, and influenced legislation at the state and national level. He was also a great military leader and played a crucial role in the Battle of San Jacinto by helping to defeat Mexico, and acquire independence for Texas.

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	<ul style="list-style-type: none"> • Other individuals who have influenced the state <ul style="list-style-type: none"> • How they influenced the state • How they are similar to others • How they are different from others <p>Nation</p> <ul style="list-style-type: none"> • George Washington <ul style="list-style-type: none"> • Contributions – He demonstrated/role modeled great leadership skills by leading his men during the American Revolution. He also provided precedence for future leaders of our nation. • Abraham Lincoln <ul style="list-style-type: none"> • Contributions – He preserved the Union and helped to free the slaves by firmly supporting the 13th amendment, which formally ended slavery. • Martin Luther King, Jr. <ul style="list-style-type: none"> • Contributions – He led a national movement to establish equal rights for African Americans. King is highly regarded for his peaceful and non-violent demonstrations in his quest for equality. • Richard Allen – African American emancipated during the Revolutionary Period and founder and preacher who was a community leader • Alexander Graham Bell – Inventor of the telephone, invented techniques for teaching the deaf • Thomas Edison – Primarily known for his invention of the incandescent electric light • Garrett Morgan – Inventor of the first traffic signal • Other individuals who have influenced the nation • Compare: How they influenced the nation, How they are similar to others, How they are different from others
1.3	<i>History. The student understands the concepts of time and chronology. The student is expected to:</i>
1.3A	<p>Distinguish among past, present, and future.</p> <p>Distinguish among</p> <p>CONCEPTS OF TIME</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Past • Present • Future

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	<ul style="list-style-type: none"> • Yesterday, today, tomorrow • Before, now, after, next
1.3B	<p>Describe and measure calendar time by days, weeks, months, and years.</p> <p>Describe, Measure</p> <p>CALENDAR TIME</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Days • Weeks • Months • Years
1.3C	<p>Create a calendar and simple timeline.</p> <p>Create</p> <p>CALENDAR AND TIMELINE</p>
1.4	<p><i>Geography. The student understands the relative location of places. The student is expected to:</i></p>
1.4A	<p>Locate places using the four cardinal directions.</p> <p>Locate</p> <p>PLACES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • By using cardinal directions – north, south, east, west • Ex: classroom, local map, state map
1.4B	<p>Describe the location of self and objects relative to other locations in the classroom and school.</p> <p>Describe</p> <p>LOCATION OF SELF AND OBJECTS RELATIVE TO OTHER LOCATIONS IN THE CLASSROOM AND SCHOOL</p>

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	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Relative location: The position of a place in relation to another place is its relative location. Where is the student's home relative to school? Near or far? North, south, east, or west? Where is the school in comparison to the park? All locations are described in relation to some known point. • Over, under, near, far • Left, right • North, south, east, west
1.5	<i>Geography. The student understands the purpose of maps and globes. The student is expected to:</i>
1.5A	<p>Create and use simple maps such as maps of the home, classroom, school, and community.</p> <p>Create, Use</p> <p>MAPS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Home • Classroom • School • Community
1.5B	<p>Locate the community, Texas, and the United States on maps and globes.</p> <p>Locate</p> <p>PLACES ON MAPS AND GLOBES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Places <ul style="list-style-type: none"> • The community • Texas • The United States • Examples of maps and globes to use <ul style="list-style-type: none"> • Regional maps

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	<ul style="list-style-type: none"> • State maps • United States map • North America • World map • Globe
1.6	<i>Geography. The student understands various physical and human characteristics. The student is expected to:</i>
1.6A	<p>Identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather.</p> <p>Identify, Describe</p> <p>PHYSICAL CHARACTERISTICS OF PLACE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Physical characteristics of place – features of the Earth that result from climatic and tectonic processes • Physical characteristics of place include: <ul style="list-style-type: none"> • Landforms – features of Earth’s surface (plains, mountains, deserts, hills, valleys, coastal regions) • Bodies of water – water accumulates in natural or man-made depressions (tanks, ponds, lakes, oceans, rivers) • Natural resources – items provided by nature from which people produce goods and provide services (water, soil, trees, oil) • Weather (climate, temperature, precipitation, wind)
1.6B	<p>Identify examples of and uses for natural resources in the community, state, and nation.</p> <p>Identify</p> <p>EXAMPLES AND USES FOR NATURAL RESOURCES IN THE COMMUNITY, STATE, AND NATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Natural resource examples – water, soil, vegetation, minerals, metals, trees • Energy examples – oil, coal, lumber, natural gas, solar power, water • Mineral examples – gold, copper, lead, iron, mercury, nickel, silver, tungsten, zinc
1.6C	Identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location.

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	<p>Identify, Describe</p> <p>HOW HUMAN CHARACTERISTICS ARE BASED UPON GEOGRAPHIC LOCATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Human characteristics of places include the types of houses people build, the ways they earn a living, the games children play, the languages people speak, their religious beliefs, their ethnicity, the daily schedules they follow, the foods they eat, and how they govern themselves. • Human characteristics of place influenced by geographic factors <ul style="list-style-type: none"> • Shelter (types of houses) • Clothing • Food • Activities (ways of earning a living, games children play, recreation)
1.7	<i>Economics. The student understands how families meet basic human needs. The student is expected to:</i>
1.7A	<p>Describe ways that families meet basic human needs.</p> <p>Describe</p> <p>HOW FAMILIES MEET BASIC NEEDS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Food – grow, work to make a living to buy, trade • Clothing – make, work to make a living to buy, trade • Shelter – build, share, work to make a living to rent/buy
1.7B	<p>Describe similarities and differences in ways families meet basic human needs.</p> <p>Describe</p> <p>SIMILARITIES AND DIFFERENCES IN WAYS FAMILIES MEET NEEDS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Similarities in ways families meet basic human needs • Differences in ways families meet basic human needs

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1.8	<i>Economics. The student understands the concepts of goods and services. The student is expected to:</i>
1.8A	<p>Identify examples of goods and services in the home, school, and community.</p> <p>Identify</p> <p>GOODS AND SERVICES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Goods – a physical product; things people can touch and feel • Examples of goods in the home: food, toys, computer, clothes, sink • Examples of goods in the school: food, books, desks, pencils, computers • Examples of goods in the community: vegetables and fruits, cars, clothes, furniture, traffic lights, • Services – non-tangible things provided by people to other people • Services in the home: take out the trash, walk the dog, set the table • Services in the school: safety patrol, PTA volunteers, • Government Services in the community: police department, fire department, trash collecting
1.8B	<p>Identify ways people exchange goods and services.</p> <p>Identify</p> <p>WAYS PEOPLE EXCHANGE GOODS AND SERVICES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • People buy goods at stores or sell what they make. • People can exchange a service for a good (e.g., a student helps another student with homework in exchange for a hamburger)
1.8C	<p>Identify the role of markets in the exchange of goods and services.</p> <p>Identify</p> <p>ROLE OF MARKETS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Market – a location or mechanism (telephone or Internet) which brings buyers and sellers together

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	<ul style="list-style-type: none"> Markets are important because they provide a way for people to buy and/or sell goods and services. (e.g., eBay or a store that lets you sell or trade games, movies, books, etc.)
1.9	<i>Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:</i>
1.9A	<p>Identify examples of people wanting more than they can have.</p> <p>Identify</p> <p>EXAMPLES OF PEOPLE WANTING MORE THAN THEY CAN HAVE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Concept of scarcity (of money or goods) Concepts of wants/needs Borrowing money to buy something Spending more than what you earn or more than you can afford
1.9B	<p>Explain why wanting more than they can have requires that people make choices.</p> <p>Explain</p> <p>WHY WANTING MORE THAN THEY CAN HAVE REQUIRES PEOPLE TO MAKE CHOICES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Wants may cost more than people can afford. People have to choose between what they want and what they can be afford. Wants are usually optional; needs must be met first. Opportunity costs
1.9C	<p>Identify examples of choices families make when buying goods and services.</p> <p>Identify</p> <p>CHOICES FAMILIES MAKE WHEN BUYING GOODS AND SERVICES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Do we really need this?

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	<ul style="list-style-type: none"> • Yes, we need this to meet our basic needs. • We do not need this, but it would be fun to have. • Is this the best value for our money?
1.10	<i>Economics. The student understands the value of work. The student is expected to:</i>
1.10A	<p>Describe the components of various jobs and the characteristics of a job well performed.</p> <p>Describe</p> <p>COMPONENTS OF JOBS AND CHARACTERISTICS OF A JOB WELL PERFORMED</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Components of various jobs <ul style="list-style-type: none"> • Skills/education needed • Pay • Location • Tools • Duties • Characteristics of a job well performed <ul style="list-style-type: none"> • Do your best • Follow directions • Efficient • Appropriate • Completed on-time
1.10B	<p>Describe how specialized jobs contribute to the production of goods and services.</p> <p>Describe</p> <p>HOW SPECIALIZED JOBS CONTRIBUTE TO THE PRODUCTION OF GOODS AND SERVICES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Specialized jobs require that a person be skilled at what he or she does. This contributes to the production of goods and services by producing

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	<p>goods or providing services that are excellent.</p> <ul style="list-style-type: none"> Examples include: specialized jobs related to publishing a newspaper (reporter, photographer, writer, editor, typesetter, truck driver) or specialized jobs related to dry cleaning (cashier, machine operator, truck driver)
1.11	<i>Government. The student understands the purpose of rules and laws. The student is expected to:</i>
1.11A	<p>Explain the purpose for rules and laws in the home, school, and community.</p> <p>Explain</p> <p>PURPOSE FOR RULES AND LAWS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Rules – regulate society by providing a framework for correct conduct or action; maintain order, provide security, and ensure a safe environment <ul style="list-style-type: none"> Rules in the home <ul style="list-style-type: none"> Establish order Provide security Manage conflict Rules in the school <ul style="list-style-type: none"> Establish order Provide security Manage conflict Rules in the community <ul style="list-style-type: none"> Establish order Provide security Manage conflict Laws – regulation which is formally recognized as binding by an authority and implies the obligation of obedience on the part of all subjects to that authority <ul style="list-style-type: none"> Laws in the home <ul style="list-style-type: none"> Establish order Provide security Manage conflict

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	<ul style="list-style-type: none"> • Laws in the school • Establish order • Provide security • Manage conflict • Laws in the community • Establish order • Provide security • Manage conflict
<p>1.11B</p>	<p>Identify rules and laws that establish order, provide security, and manage conflict.</p> <p>Identify</p> <p>RULES AND LAWS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Rules • Establish order • Provide security • Manage conflict • Laws • Establish order • Provide security • Manage conflict
<p>1.12</p>	<p><i>Government. The student understands the role of authority figures, public officials, and citizens. The student is expected to:</i></p>
<p>1.12A</p>	<p>Identify the responsibilities of authority figures in the home, school, and community.</p> <p>Identify</p> <p>RESPONSIBILITIES OF AUTHORITY FIGURES</p> <p>Including, but not limited to:</p>

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	<ul style="list-style-type: none"> • Responsibilities of authority figures in the home <ul style="list-style-type: none"> • Establish order • Provide security • Manage conflict • Responsibilities of authority figures in the school <ul style="list-style-type: none"> • Establish order • Provide security • Manage conflict • Responsibilities of authority figures in the community <ul style="list-style-type: none"> • Establish order • Provide security • Manage conflict <p>Authority figures – set standards, enforce the law, or maintain social order in the absence of laws. Authority figures include: parents and grandparents (home), school teachers and principals (school), police officers, clergy, military officers, and others in positions of authority (community)</p>
<p>1.12B</p>	<p>Identify and describe the roles of public officials in the community, state, and nation.</p> <p>Identify, Describe</p> <p>ROLES OF PUBLIC OFFICIALS</p> <p>Including, but not limited to:</p> <p>Public Official – a person holding a post to which he or she has been legally elected or appointed who performs governmental functions. A policeman, mayor, and justice of the peace are public officials.</p> <p>Community</p> <ul style="list-style-type: none"> • Mayor, city councilmen, policemen, justice of the peace <ul style="list-style-type: none"> • provide leadership to keep the city functioning properly, facilitate teamwork among other officials and citizens, maintain fiscal responsibility (budget, etc.), concerns of the community, maintain order, provide security, manage conflict <p>State</p> <ul style="list-style-type: none"> • Governor (also Lieutenant Governor, Secretary of State, legislators, judges) <ul style="list-style-type: none"> • provide leadership to keep the state functioning properly, facilitate teamwork among other officials and citizens, maintain fiscal responsibility (budget, etc.), concerns of the community, maintain order, provide security, manage conflict

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	<p>Nation</p> <ul style="list-style-type: none"> • President (also Vice President, Secretary of State, legislators, judges, Secretary of the Treasury) • provide leadership to keep the nation functioning properly, facilitate teamwork among other officials and citizens, maintain fiscal responsibility (budget, etc.), concerns of the community, maintain order, provide security, manage conflict
<p>1.12C</p>	<p>Identify and describe the role of a good citizen in maintaining a constitutional republic.</p> <p>Identify, Describe</p> <p>ROLE OF A GOOD CITIZEN IN MAINTAINING A CONSTITUTIONAL REPUBLIC</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • What is constitutional republic? • Constitutional Republic –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. • What is the role of a citizen? • To have citizenship is to be an official member of a politically defined region. A citizen owes allegiance to his or her country and expects to be protected by the government and from unfair use of governmental power. A “good citizen” supports his or her government, obeys the law, and functions in the best interest of all the citizens. The term “citizen” can have broader meanings. Students can be citizens of their classroom entitled to protection by their student government. Citizens can be natural born or naturalized. In most cases, when naturalized, they vow their allegiance to their adopted country and cease being legal citizens of their homeland.
<p>1.13</p>	<p><i>Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:</i></p>
<p>1.13A</p>	<p>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.</p> <p>Identify</p> <p>CHARACTERISTICS OF GOOD CITIZENSHIP</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Truthfulness • Justice – the quality of being just; fairness • Equality – being fair and having to follow the same rules as everyone else; giving everyone equal respect, trust and justice

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	<ul style="list-style-type: none"> • Respect for oneself • Respect for others • Responsibility in daily life • Participation in government <ul style="list-style-type: none"> • By educating oneself about the issues • By respectfully holding public officials to their word • By voting
<p>1.13B</p>	<p>Identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship.</p> <p>Identify</p> <p>HISTORICAL FIGURES WHO HAVE EXEMPLIFIED GOOD CITIZENSHIP</p> <p>Including, but not limited to</p> <ul style="list-style-type: none"> • Benjamin Franklin – Franklin was a model citizen because he was patriotic and participated in government by contributing to the writing of the U.S. Constitution. He founded a library, a fire department, experimented with electricity and was known for saving his pennies. He was frugal, hard-working and well-respected by community members. • Francis Scott Key – Key is mostly remembered for writing the words to the “Star Spangled Banner” while serving in the militia during the War of 1812. He was patriotic and valued education. Key was an attorney and was often referred to as a model citizen by many because of his honesty and loyalty to his country. • Eleanor Roosevelt – Roosevelt was an advocate for the poor and dedicated much of her life to ensuring that children acquire an education. She wanted fair treatment for everyone and helped to pass the Universal Declaration of Human Rights.
<p>1.13C</p>	<p>Identify other individuals who exemplify good citizenship.</p> <p>Identify</p> <p>OTHER INDIVIDUALS WHO EXEMPLIFY GOOD CITIZENSHIP</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Local people who exhibit characteristics of good citizenship, past and present (e.g., school’s namesake and namesakes of buildings, streets, towns, etc. Also parents, teachers, principal, community leaders and examples of their citizenship) • Other historical people who exhibit characteristics of good citizenship
<p>1.14</p>	<p><i>Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and</i></p>

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	<i>contribute to our national identity. The student is expected to:</i>
1.14A	<p>Explain state and national patriotic symbols including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo.</p> <p>Explain</p> <p>STATE AND NATIONAL PATRIOTIC SYMBOLS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • State patriotic symbols • Texas flag • Alamo • National patriotic symbols • United States Flag • Liberty Bell • Statue of Liberty
1.14B	<p>Recite and explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag.</p> <p>Recite, Explain</p> <p>THE PLEDGE OF ALLEGIANCE TO THE AMERICAN FLAG AND THE PLEDGE TO THE TEXAS FLAG</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Pledge of Allegiance to the United States Flag • Pledge to the Texas Flag
1.14C	<p>Identify anthems and mottoes of Texas and the United States.</p> <p>Identify</p> <p>ANTHEMS AND MOTTOES OF TEXAS AND THE UNITED STATES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Anthem – songs of praise, devotion, or patriotism • Anthem (state song) of Texas

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	<ul style="list-style-type: none"> • Texas, Our Texas • Anthem of the United States <ul style="list-style-type: none"> • Star Spangled Banner • Motto – short expression of guiding principle <ul style="list-style-type: none"> • Motto of Texas <ul style="list-style-type: none"> • Friendship • Motto of the United States <ul style="list-style-type: none"> • In God we trust (1956) <p>Other “unofficial” anthems and mottoes</p> <ul style="list-style-type: none"> • Anthems of Texas <ul style="list-style-type: none"> • Yellow Rose of Texas • Deep in the Heart of Texas • Anthems of United States <ul style="list-style-type: none"> • America, the Beautiful • God Bless America • My Country ‘Tis of Thee • Mottoes of Texas <ul style="list-style-type: none"> • Don’t Mess with Texas • Remember the Alamo • Mottoes of the United States <ul style="list-style-type: none"> • E pluribus unum: “out of many, one”
<p>1.14D</p>	<p>Explain and practice voting as a way of making choices and decisions.</p> <p>Explain, Practice</p> <p>VOTING AS A WAY OF MAKING CHOICES AND DECISIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Voting – making a selection from among a group; an expression of preference for a particular issue that needs to be resolved • Practice voting as a way of making choices

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	<ul style="list-style-type: none"> Practice voting as a way of making decisions
1.14E	<p>Explain how patriotic customs, and celebrations reflect American individualism and freedom.</p> <p>Explain</p> <p>HOW PATRIOTIC CUSTOMS AND CELEBRATIONS REFLECT AMERICAN INDIVIDUALISM AND FREEDOM</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Customs – ways of doing things within a group which become habit; a practice so long established that it has the force of law Celebrations – the festivities engaged in to celebrate something Patriotic customs and celebrations that reflect American individualism and American freedom include honoring veterans on Veterans Day, learning about the U.S. Constitution, reciting the Pledge of Allegiance, and celebrating our nation’s independence on the 4th of July.
1.14F	<p>Identify Constitution Day as a celebration of American freedom.</p> <p>Identify</p> <p>CONSTITUTION DAY AS A CELEBRATION OF AMERICAN FREEDOM</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> American freedom means that everyone is guaranteed basic rights based on the Constitution. American freedom is celebrated by studying the components of the Constitution and most importantly, reciting and understanding the Preamble to the Constitution.
1.15	<p><i>Culture. The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to:</i></p>
1.15A	<p>Describe and explain the importance of various beliefs, customs, language, and traditions of families and communities.</p> <p>Describe, Explain</p> <p>IMPORTANCE OF VARIOUS BELIEFS, CUSTOMS, LANGUAGE, AND TRADITIONS OF FAMILIES AND COMMUNITIES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Beliefs – something accepted as true or practiced by a group of people who share in that truth (e.g., religion, politics, holidays, individualism, inventiveness, freedom); an opinion or conviction; confidence, faith, trust Customs – ways of doing things within a group which become habit; a practice so long established that it has the force of law (e.g., Folkloric dancing,

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	<p>clothing, celebrations, birth and death practices)</p> <ul style="list-style-type: none"> • Traditions – a practice of a particular group of people that continues for several generations; a long established or inherited way of thinking or acting (e.g., Hanukkah candles, Christmas trees, participate in neighborhood parades on 4th of July)
<p>1.15B</p>	<p>Explain the way folktales and legends such as Aesop’s fables reflect beliefs, customs, language, and traditions of communities.</p> <p>Explain</p> <p>HOW FOLKTALES AND LEGENDS REFLECT BELIEFS, CUSTOMS, LANGUAGE, AND TRADITIONS OF COMMUNITIES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Folktales – a tale or legend originating and traditional among a people; convey moral, as well as spiritual meaning, and provide examples of good and bad behavior • Legends – an unverified story handed down from earlier times, especially one popularly believed to be historical. (e.g., Johnny Appleseed, Mike Fink, Casey Jones, John Henry) • Fables – a short tale to teach a moral lesson, often with animals or inanimate objects as characters; legends or myths collectively <p>Explain the way folktales and legends reflect:</p> <ul style="list-style-type: none"> • Beliefs in communities • Customs in communities • Language in communities • Traditions in communities
<p>1.16</p>	<p><i>Science, technology, and society. The student understands how technology affects daily life, past and present. The student is expected to:</i></p>
<p>1.16A</p>	<p>Describe how technology changes the ways families live.</p> <p>Describe</p> <p>HOW TECHNOLOGY CHANGES THE WAY FAMILIES LIVE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Technology – application of processes, methods, or knowledge to achieve a specific purpose; science, electronics • Less time spent on task (e.g., preparing food, doing laundry) • Less energy required from individual

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	<ul style="list-style-type: none"> • Timers allow things to take care of themselves (e.g., sprinklers on lawn, recording television shows) • More comfort (e.g., air conditioner, remote control)
<p>1.16B</p>	<p>Describe how technology changes communication, transportation, and recreation.</p> <p>Describe</p> <p>HOW TECHNOLOGY CHANGES COMMUNICATION, TRANSPORTATION, RECREATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Communication • Faster • Varied forms (video, text, voice) • Transportation • Speed • Eco-friendly • Recreation • Increased safety • Less mobility with video games
<p>1.16C</p>	<p>Describe how technology changes the way people work.</p> <p>Describe</p> <p>HOW TECHNOLOGY CHANGES THE WAY PEOPLE WORK</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Longer work days due to electricity • More mobility and flexibility due to computer systems • Many tasks are done faster • Use of machines makes some jobs less strenuous on the body • Fewer people needed for some tasks • New jobs created to care for machines

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1.17	<i>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:</i>
1.17A	<p>Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music.</p> <p>Use</p> <p>VALID SOURCES TO OBTAIN INFORMATION ABOUT A TOPIC</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Conversation • Interview • Music
1.17B	<p>Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts.</p> <p>Use</p> <p>VALID VISUAL SOURCES TO OBTAIN INFORMATION ABOUT A TOPIC</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Pictures • Symbols • Electronic media • Maps • Literature • Artifacts
1.17C	<p>Sequence and categorize information.</p> <p>Sequence, Categorize</p> <p>INFORMATION</p>
1.18	<i>Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:</i>
1.18A	Express ideas orally based on knowledge and experiences.

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	<p>Express</p> <p>IDEAS ORALLY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Ideas based on knowledge • Ideas based on experiences
<p>1.18B</p>	<p>Create and interpret visual and written material.</p> <p>Create, Interpret</p> <p>MATERIALS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Visual, written material <ul style="list-style-type: none"> • Pictures • Symbols • Electronic media • Maps • Artifacts • Graphs • Timelines
<p>1.19</p>	<p><i>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:</i></p>
<p>1.19A</p>	<p>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.</p> <p>Use</p> <p>PROBLEM-SOLVING PROCESS</p> <p>Including, but not limited to:</p>

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	<ul style="list-style-type: none">• Gather information• List and consider options• Consider advantages and disadvantages• Choose and implement a solution• Evaluate effectiveness of solution
1.19B	<p>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.</p> <p>Use</p> <p>DECISION-MAKING PROCESS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none">• Identify a situation that requires a decision• Gather information• Generate options• Predict outcomes• Take action to implement a decision• Reflect on the effectiveness of that decision

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