

Subject

Subchapter

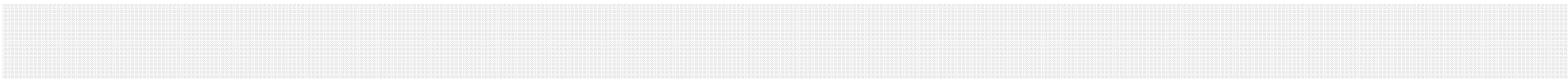
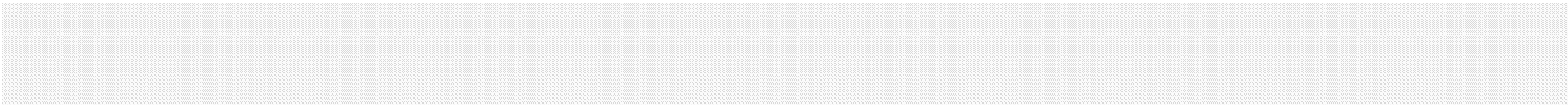
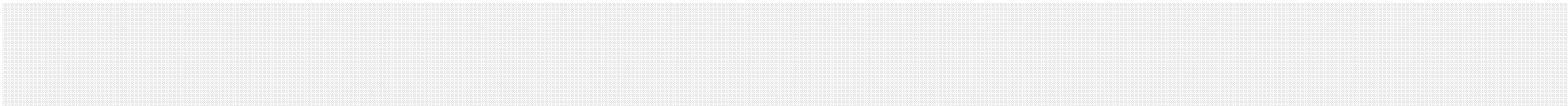
Course

Knowledge and Skills Statement	Student Expectation	Breakout
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(1) History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:

(A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veterans Day

(i) describe the origins of customs, holidays, and celebrations. The student is expected to:



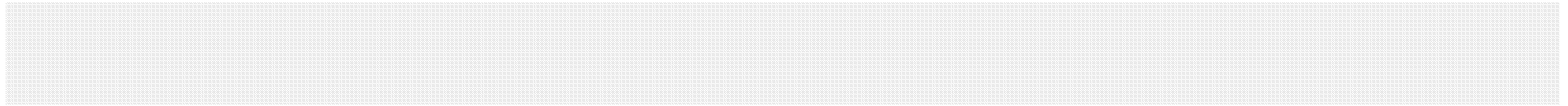
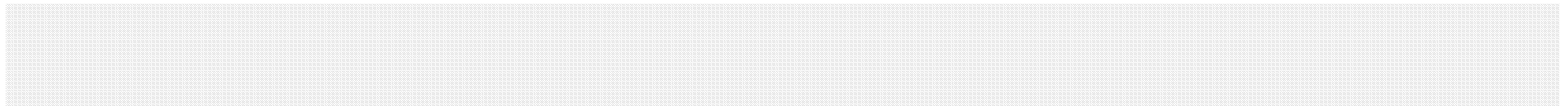
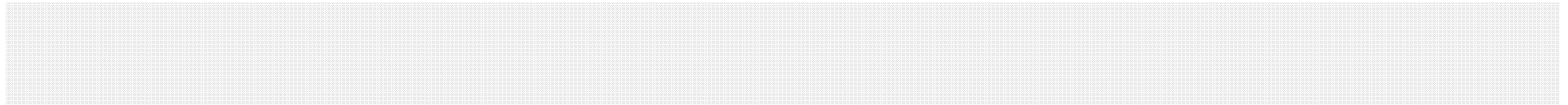
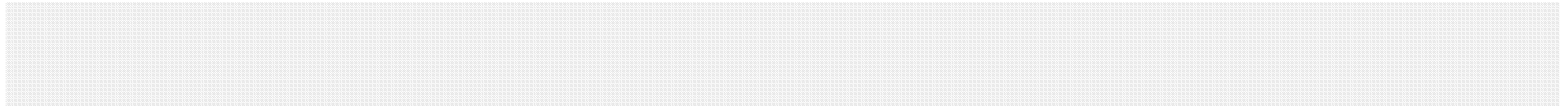
Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) History. The student understands the observance of customs, holidays, and celebrations. The student is expected to:</p>	<p>(B) compare the observance of holidays and celebrations, past and present</p>	<p>(i) compare the observance of holidays, past and present</p>
<p>(1) History. The student understands the observance of customs, holidays, and celebrations. The student is expected to:</p>	<p>(B) compare the observance of holidays and celebrations, past and present</p>	<p>(ii) compare the observance of celebrations, past and present</p>
<p>(2) History. The student understands how historical figures, patriots, and good citizens shape the community, state, and nation. The student is expected to:</p>	<p>(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</p>	<p>(i) identify contributions of historical figures, including Sam Houston, who have influenced the community, state, and nation</p>
<p>(2) History. The student understands how historical figures, patriots, and good citizens shape the community, state, and nation. The student is expected to:</p>	<p>(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</p>	<p>(ii) identify contributions of historical figures, including George Washington, who have influenced the community, state, and nation</p>

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

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

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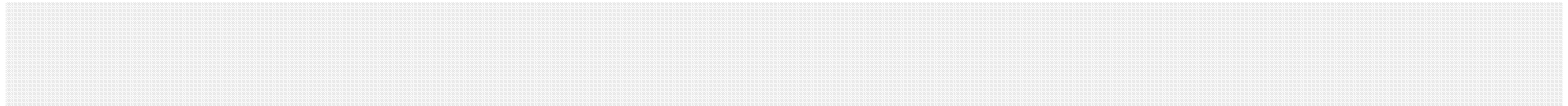
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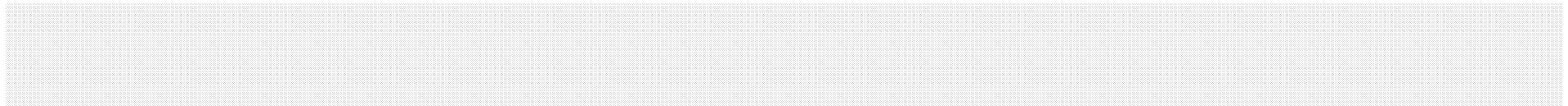
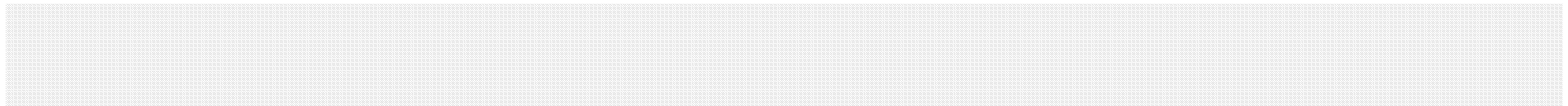
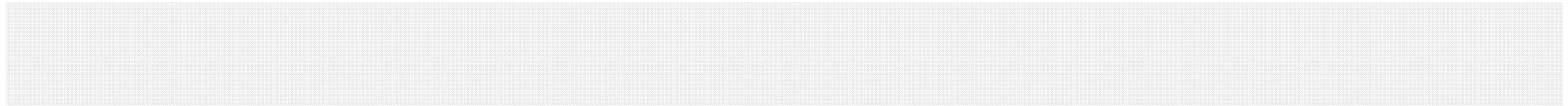
Knowledge and Skills Statement	Student Expectation	Breakout
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(8) Economics. The student understands the (A) identify examples of goods and services in the home, concepts of goods and services. The students school, and community expected to:

(ii) identify examples of goods in the school



(8)



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(8) Economics. The student understands the (A) identify examples of goods and services in the home, school, and community concepts of goods and services. The student is expected to:

(vi) identify examples of services in the community

(8) Economics. The student understands the (B) identify ways people exchange goods and services concepts of goods and services. The student is expected to:

(i) identify ways people exchange goods and services

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

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

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

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

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

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

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

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(14) Citizenship. The student understands important symbols, customs, and celebrations represent American beliefs and principles and contribute to our national identity. The student is expected to:</p>	<p>(C) identify anthems and mottoes of Texas and the United States</p>	<p>(ii) identify anthems of the United States</p>
<p>(14) Citizenship. The student understands important symbols, customs, and celebrations represent American beliefs and principles and contribute to our national identity. The student is expected to:</p>	<p>(C) identify anthems and mottoes of Texas and the United States</p>	<p>(iii) identify mottoes of the Texas</p>
<p>(14) Citizenship. The student understands important symbols, customs, and celebrations represent American beliefs and principles and contribute to our national identity. The student is expected to:</p>	<p>(C) identify anthems and mottoes of Texas and the United States</p>	<p>(iv) identify mottoes of the United States</p>

Knowledge and Skills Statement	Student Expectation	Breakout
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(14) Citizenship. The student understands (D) important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:

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Knowledge and Skills Statement	Student Expectation	Breakout
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14) Citizenship. The student understands (E) explain how patriotic customs and celebrations reflect (ii) explain how patriotic customs reflect freedom
 American citizens understand important celebrations that contribute to our national identity. The student is expected to:

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

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

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

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

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

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<p>(18) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:</p>	<p>(A) express ideas orally based on knowledge and experiences</p>	<p>(ii) express ideas orally based on experiences</p>
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<p>(18) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:</p>	<p>(B) create and interpret visual and written material</p>	<p>(i) create visual material</p>
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<p>(18) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:</p>	<p>(B) create and interpret visual and written material</p>	<p>(ii) create written material</p>
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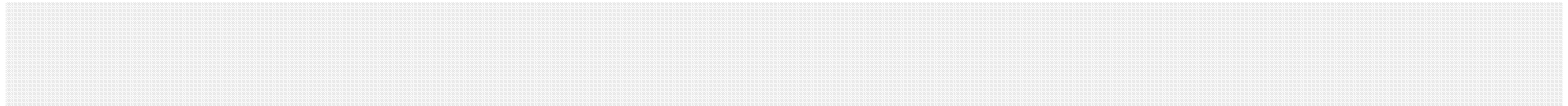
<p>(18) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:</p>	<p>(B) create and interpret visual and written material</p>	<p>(iii) interpret visual material</p>
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(18) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:

(B) create and interpret visual and written material

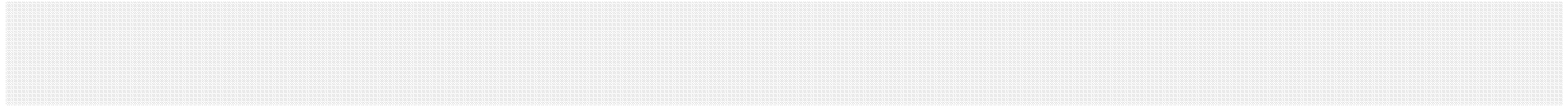
(iv) interpret written material



(19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in ; of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution

(i) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution



(19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in ; 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,

