

Knowledge and Skills Statement

Student Expectation

Breakout

(1) History. The student understands that holidays are (A) celebrations of special events. The student is expected to:

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) History. The student understands how historical figures, patriots, and good citizens helped shape the community 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>(i) identify contributions of historical figures, including Stephen F. Austin, who helped to shape the state and nation</p>
<p>(2) History. The student understands how historical figures, patriots, and good citizens helped shape the community 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>(ii) identify contributions of historical figures, including George Washington, who helped to shape the state and nation</p>
<p>(2) History. The student understands how historical figures, patriots, and good citizens helped shape the community 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>(iii) identify contributions of historical figures, including Christopher Columbus, who helped to shape the state and nation</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) History. The student understands the concept of chronology. The student is expected to:</p>	<p>(B) use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow</p>	<p>(ii) use vocabulary related to chronology, including before</p>
<p>(3) History. The student understands the concept of chronology. The student is expected to:</p>	<p>(B) use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow</p>	<p>(iii) use vocabulary related to chronology, including after</p>
<p>(3) History. The student understands the concept of chronology. The student is expected to:</p>	<p>(B) use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow</p>	<p>(iv) use vocabulary related to chronology, including next</p>

Knowledge and Skills Statement	Student Expectation	Breakout
--------------------------------	---------------------	----------

(3)

Knowledge and Skills Statement	Student Expectation	Breakout
--------------------------------	---------------------	----------

(3) History. The student understands the ca8e c)

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) Geography. The student understands physical and human characteristics of place. The student is expected to:</p>	<p>(B) identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location</p>	<p>(i) identify how the human characteristics of place are based upon geographic location</p>
<p>(6) Economics. The student understands that basic human needs and wants are met in many ways. The student is expected to:</p>	<p>(A) identify basic human needs of food, clothing, and shelter</p>	<p>(i) identify basic human needs of food</p>
<p>(6) Economics. The student understands that basic human needs and wants are met in many ways. The student is expected to:</p>	<p>(A) identify basic human needs of food, clothing, and shelter</p>	<p>(ii) identify basic human needs of clothing</p>
<p>(6) Economics. The student understands that basic human needs and wants are met in many ways. The student is expected to:</p>	<p>(A) identify basic human needs of food, clothing, and shelter</p>	<p>(iii) identify basic human needs of shelter</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(6) Economics. The student understands that basic human needs and wants are met in many ways. The student is expected to:	(B) explain the difference between needs and wants	(i) explain the difference between needs and wants
(6) Economics. The student understands that basic human needs and wants are met in many ways. The student is expected to:	(B) explain how basic human needs can be met such as through self-producing, purchasing, and trading	(i) explain how basic human needs can be met
(7) Economics. The student understands the value of jobs. The student is expected to:	(A) identify jobs in the home, school, and community	(i) identify jobs in the home
(7) Economics. The student understands the value of jobs. The student is expected to:	(A) identify jobs in the home, school, and community	(ii) identify jobs in the school

Knowledge and Skills Statement	Student Expectation	Breakout
--------------------------------	---------------------	----------

(7) utc3.48yan8.76 ican8.76(s)1c[18sut

Ec647b(ands)-5(t)-8.9(he v)-5(c)-5(-1 -56 7 30.6 ralue 0 8.76 8/Spa<</Acti(ills)-5-5(k5(pec-4.9(ear)-5(d0 Td (o:ko)0.5(u)0.6(t)]TJ EM-0. 518.52 TT36(w)-37.9(l)10(ed)0.6(g)10.507 EMC158

Knowledge and Skills Statement	Student Expectation	Breakout
(8) Government. The student understands the purpose of government. The student is expected to:	(B) identify rules that provide order, security, and safety in the home and school	(ii) identify rules that provide order in the school
(8) Government. The student understands the purpose of government. The student is expected to:	(B) identify rules that provide order, security, and safety in the home and school	(iii) identify rules that provide security in the home
(8) Government. The student understands the purpose of government. The student is expected to:	(B) identify rules that provide order, security, and safety in the home and school	(iv) identify rules that provide security in the school

Knowledge and Skills Statement	Student Expectation	Breakout
--------------------------------	---------------------	----------

(9) Government. The student understands the role of authority figures. The student is expected to:

(A) identify authority figures in the home, school, and community

(iii) identify authority figures in the community

(9) Government. The student understands the role of authority figures. The student is expected to:

(B) explain how authority figures make and enforce rules

(i) explain how authority figures make rules

(9) Government. The student understands the role of authority figures. The student is expected to:

(B) explain how authority figures make and enforce rules

(ii) explain how authority figures enforce rules

(10) 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:

(A) identify 8.9(dent.7(den9./ActualText<FEFF00A000A0>>> BDC 1.329s2t)-8.8)-8.4[Td ()Tj EMC .MCID 3 /MCSext<FID 3 aID 3 /.3

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(10) 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 flags of the United States and Texas</p>	<p>(ii) identify the flag of Texas</p>
<p>(10) 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>(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag</p>	<p>(i) recite the Pledge of Allegiance to the United States Flag</p>
<p>(10) 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>(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag</p>	<p>(ii) recite the Pledge to the Texas Flag</p>
<p>(10) 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>(C) identify Constitution Day as a celebration of American freedom</p>	<p>(i) identify Constitution Day as a celebration of American freedom</p>

Knowledge and Skills Statement	Student Expectation	Breakout
--------------------------------	---------------------	----------

(11) Culture. The student understands similarities and differences among people. The student is expected to: (B) identify similarities and differences among people such as music, clothing, and customs.

Knowledge and Skills Statement	Student Expectation	Breakout
(14) 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
(14) 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, symbols, electronic media, printed material, and artifacts	(i) obtain information about a topic using a variety of valid visual sources
(14) 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) sequence and categorize information	(i) sequence information
(14) 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) sequence and categorize information	(ii) categorize information

Knowledge and Skills Statement	Student Expectation	Breakout
--------------------------------	---------------------	----------

(15) Social studies skills. The student communicates in 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
------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------	---------------------------------------------

(15) Social studies skills. The student communicates in 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
------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------	------------------------------------------------

(15) Social studies skills. The student communicates in oral and visual forms. The student is expected to:	(B) create and interpret visuals, including pictures and maps	
------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------	--

Knowledge and Skills Statement	Student Expectation	Breakout
(15) Social studies skills. The student communicates in oral and visual forms. The student is expected to:	(B) create and interpret visuals, including pictures and maps	(iii) interpret visuals, including pictures
(15) Social studies skills. The student communicates in oral and visual forms. The student is expected to:	(B) create and interpret visuals, including pictures and maps	(iv) interpret visuals, including maps
(16) 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

