

GRADE 1

§113.3. Social Studies, Grade 1.

(a) Introduction.

(1) In Grade 1, students learn about their relationship to the classroom, school, and community. The concepts of time and chronology are developed by distinguishing among past, present, and future events. Students identify anthems and mottoes of the United States and Texas. Students make simple maps to identify the location of places in the classroom, school, and community. The concepts of goods and services and the value of work are introduced. Students identify historic figures and ordinary people 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.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies; folktales, myths, and legends; and poetry, songs, and artworks is encouraged. Selections may include a children's biography of Abraham Lincoln. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.

(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 geography and social studies skills strands 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.

(4) 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, §28.002(h).

(b) Knowledge and skills.

(1) History. The student understands how historical figures helped to shape our community, state, and nation. The student is expected to:

(A) identify contributions of historical figures such as Sam Houston and Abraham Lincoln who have influenced the community, state, and nation;

(B) identify historic figures such as Alexander Graham Bell and Thomas Edison who have exhibited a love of individualism and inventiveness; and

(C) compare the similarities and differences among the lives and activities of historical figures who have influenced the community, state, and nation.

(2) History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:

(A) describe the origins of selected customs, holidays, and celebrations of the community, state, and nation such as Martin Luther King, Jr. Day, Independence Day, and Veterans' Day;

(B) compare the observance of holidays and celebrations, past and present; and

(C) identify anthems and mottoes of the United States and Texas.

(3) History. The student understands the concepts of time and chronology. The student is expected to:

(A) distinguish among past, present, and future;

(B) create a calendar or timeline; and

(C) use vocabulary related to chronology, including yesterday, today, and tomorrow.

(4) Geography. The student understands the relative location of places. The student is expected to:

(A) locate places using the four cardinal directions; and

(B) describe the location of self and objects relative to other locations in the classroom and school.

(5) Geography. The student understands the purpose of maps and globes. The student is expected to:

(A) create and use simple maps to identify the location of places in the classroom, school, community, and beyond; and

(B) locate places of significance on maps and globes such as the local community, Texas, and the United States.

(6) Geography. The student understands various physical and human characteristics of the environment. The student is expected to:

(A) identify and describe the physical characteristics of places such as landforms, bodies of water, natural resources, and weather;

(B) identify examples of and uses for natural resources in the community, state, and nation; and

(C) identify and describe the human characteristics of places such as types of houses and ways of earning a living.

(7) Economics. The student understands the concepts of goods and services. The student is expected to:

(A) identify examples of goods and services in the home, school, and community;

(B) identify ways people exchange goods and services; and

(C) identify the role of markets in the exchange of goods and services.

(8) Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:

(A) identify examples of people wanting more than they can have;

(B) explain why wanting more than they can have requires that people make choices; and

(C) identify examples of choices families make when buying goods and services.

(9) Economics. The student understands the value of work. The student is expected to:

(A) describe the requirements of various jobs and the characteristics of a job well-performed; and

(B) describe how specialized jobs contribute to the production of goods and services.

(10) Government. The student understands the purpose of rules and laws. The student is expected to:

(A) explain the need for rules and laws in the home, school, and community; and

(B) give examples of rules or laws that establish order, provide security, and manage conflict.

(11) Government. The student understands the role of authority figures and public officials. The student is expected to:

(A) identify leaders in the community, state, and nation;

(B) describe the roles of public officials including mayor, governor, and president; and

(C) identify the responsibilities of authority figures in the home, school, and community.

(12) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:

(A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good;

(B) identify historic figures such as Clara Barton, Nathan Hale, and Eleanor Roosevelt who have exemplified good citizenship; and

(C) identify ordinary people who exemplify good citizenship and exhibit a love of individualism and inventiveness.

(13) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:

- (A) explain selected national and state patriotic symbols such as the U.S. and Texas flags, the Liberty Bell, and the Alamo;
- (B) recite and explain the meaning of the Pledge of Allegiance and the Pledge to the Texas Flag;
- (C) use voting as a way of making choices and decisions; and
- (D) explain how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.

(14) Culture. The student understands how families meet basic human needs. The student is expected to:

- (A) describe ways that families meet basic human needs; and
- (B) describe similarities and differences in ways families meet basic human needs.

(15) Culture. The student understands the importance of family beliefs, customs, language, and traditions. The student is expected to:

- (A) describe various beliefs, customs, and traditions of families and explain their importance; and
- (B) retell stories from selected folktales and legends such as Aesop's fables.

(16) Science, technology, and society. The student understands how technology has affected daily life, past and present. The student is expected to:

- (A) describe how household tools and appliances have changed the ways families live;
- (B) describe how technology has changed communication, transportation, and recreation; and
- (C) describe how technology has changed the way people work.

(17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

- (A) obtain information about a topic using a variety of oral sources such as conversations, interviews, and music;
- (B) obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer images, literature, and artifacts;

(C) sequence and categorize information; and

(D) identify main ideas from oral, visual, and print sources.

(18) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) express ideas orally based on knowledge and experiences; and

(B) create visual and written material including pictures, maps, timelines, and graphs.

(19) 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; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Source: The provisions of this §113.3 adopted to be effective September 1, 1998, 22 TexReg 7684.

GRADE 2

§113.4. Social Studies, Grade 2.

(a) Introduction.

(1) In Grade 2, students focus on a study of their local community by examining the impact of significant individuals and events on the history of the community as well as on the state and nation. Students begin to develop the concepts of time and chronology by measuring calendar time by days, weeks, months, and years. The relationship between the physical environment and human activities is introduced as are the concepts of consumers and producers. Students identify functions of government as well as services provided by the local government. Students continue to acquire knowledge of important customs, symbols, and celebrations that represent American beliefs and principles. Students identify the significance of works of art in the local community and explain how technological innovations have changed transportation and communication. Students communicate what they have learned in written, oral, and visual forms.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies; folktales, myths, and legends; and poetry, songs, and artworks is encouraged. Selections may include the legend of the bluebonnet. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.

(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 geography and social

studies skills strands 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.

(4) 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, §28.002(h).

(b) Knowledge and skills.

(1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:

(A) explain the significance of various community, state, and national celebrations such as Memorial Day, Independence Day, and Thanksgiving; and

(B) identify and explain the significance of various community, state, and national landmarks such as the county courthouse and state and national capitol buildings.

(2) History. The student understands the concepts of time and chronology. The student is expected to:

(A) describe the order of events by using designations of time periods such as ancient times and modern times;

(B) use vocabulary related to chronology, including past, present, and future;

(C) create and interpret timelines; and

(D) describe and measure calendar time by days, weeks, months, and years.

(3) History. The student understands how various sources provide information about the past. The student is expected to:

(A) name several sources of information about a given period or event; and

(B) compare various interpretations of the same time period using evidence such as photographs and interviews.

(4) History. The student understands how historical figures and ordinary people helped to shape our community, state, and nation. The student is expected to:

(A) identify contributions of historical figures such as Henrietta King and Thurgood Marshall who have influenced the community, state, and nation;

(B) identify historic figures such as Amelia Earhart and Robert Fulton who have exhibited a love of individualism and inventiveness; and

(C) explain how local people and events have influenced local community history.

(5) Geography. The student uses simple geographic tools such as maps, globes, and photographs. The student is expected to:

(A) use symbols, find locations, and determine directions on maps and globes; and

(B) draw maps to show places and routes.

(6) Geography. The student understands the locations and characteristics of places and regions. The student is expected to:

(A) identify major landforms and bodies of water, including continents and oceans, on maps and globes;

(B) locate the community, Texas, the United States, and selected countries on maps and globes; and

(C) compare information from different sources about places and regions.

(7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:

(A) describe how weather patterns, natural resources, seasonal patterns, and natural hazards affect activities and settlement patterns; and

(B) explain how people depend on the physical environment and its natural resources to satisfy their basic needs.

(8) Geography. The student understands how humans use and modify the physical environment. The student is expected to:

(A) identify ways in which people depend on the physical environment, including natural resources, to meet basic needs;

(B) identify ways in which people have modified the physical environment such as building roads, clearing land for urban development, and mining coal;

(C) identify consequences of human modification of the physical environment such as the use of irrigation to improve crop yields; and

(D) identify ways people can conserve and replenish natural resources.

(9) Economics. The student understands the importance of work. The student is expected to:

(A) explain how work provides income to purchase goods and services; and

(B) explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money, and where to live and work.

(10) Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:

- (A) distinguish between producing and consuming;
- (B) identify ways in which people are both producers and consumers; and
- (C) trace the development of a product from a natural resource to a finished product.

(11) Government. The student understands the purpose of governments. The student is expected to:

- (A) identify functions of governments;
- (B) identify some governmental services in the community such as libraries, schools, and parks and explain their value to the community; and
- (C) describe how governments establish order, provide security, and manage conflict.

(12) Government. The student understands the role of public officials. The student is expected to:

- (A) compare the roles of public officials including mayor, governor, and president; and
- (B) identify ways that public officials are selected, including election and appointment to office.

(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:

- (A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good;
- (B) identify historic figures such as Florence Nightingale, Paul Revere, and Sojourner Truth who have exemplified good citizenship; and
- (C) identify ordinary people who exemplify good citizenship.

(14) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:

- (A) identify selected patriotic songs such as America the Beautiful;
- (B) identify selected symbols such as state and national birds and flowers and patriotic symbols such as the U.S. and Texas flags and Uncle Sam; and

(C) explain how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.

(15) Culture. The student understands the significance of works of art in the local community. The student is expected to:

(A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage; and

(B) explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage.

(16) Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to:

(A) describe how science and technology have changed communication, transportation, and recreation; and

(B) explain how science and technology have changed the ways in which people meet basic needs.

(17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) obtain information about a topic using a variety of oral sources such as conversations, interviews, and music;

(B) obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer software, literature, reference sources, and artifacts;

(C) use various parts of a source, including the table of contents, glossary, and index, as well as keyword computer searches, to locate information;

(D) sequence and categorize information; and

(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.

(18) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) express ideas orally based on knowledge and experiences; and

(B) create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.

(19) 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; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Source: The provisions of this §113.4 adopted to be effective September 1, 1998, 22 TexReg 7684.

GRADE 3

§113.5. Social Studies, Grade 3.

(a) Introduction.

(1) In Grade 3, students learn how individuals have changed their communities and world. Students study the effects inspiring heroes have had on communities, past and present. Students learn about the lives of heroic men and women who made important choices, overcame obstacles, sacrificed for the betterment of others, and embarked on journeys that resulted in new ideas, new inventions, and new communities. Students expand their knowledge through the identification and study of people who made a difference, influenced public policy and decision making, and participated in resolving issues that are important to all people. Throughout Grade 3, students develop an understanding of the economic, cultural, and scientific contributions made by individuals.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies; folktales, myths, and legends; and poetry, songs, and artworks is encouraged. Selections may include the legend of Paul Bunyan. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.

(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 geography and social studies skills strands 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.

(4) 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, §28.002(h).

(b) Knowledge and skills.

(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:

(A) describe how individuals, events, and ideas have changed communities over time;

(B) identify individuals such as Pierre-Charles L'Enfant who have helped to shape communities; and

(C) describe how individuals such as Christopher Columbus and Meriwether Lewis and William Clark have contributed to the expansion of existing communities or to the creation of new communities.

(2) History. The student understands common characteristics of communities, past and present. The student is expected to:

(A) identify reasons people have formed communities, including a need for security, law, and material well-being; and

(B) compare ways in which people in the local community and communities around the world meet their needs for government, education, communication, transportation, and recreation, over time and in the present.

(3) History. The student understands the concepts of time and chronology. The student is expected to:

(A) use vocabulary related to chronology, including ancient and modern times and past, present, and future times;

(B) create and interpret timelines; and

(C) describe historical times in terms of years, decades, and centuries.

(4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:

(A) describe and explain variations in the physical environment including climate, landforms, natural resources, and natural hazards;

(B) compare how people in different communities adapt to or modify the physical environment;

(C) describe the effects of physical and human processes in shaping the landscape; and

(D) identify and compare the human characteristics of selected regions.

(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:

(A) use cardinal and intermediate directions to locate places such as the Amazon River, Himalayan Mountains, and Washington D.C. on maps and globes;

(B) use a scale to determine the distance between places on maps and globes;

(C) identify and use the compass rose, grid, and symbols to locate places on maps and globes; and

(D) draw maps of places and regions that contain map elements including a title, compass rose, legend, scale, and grid system.

(6) Economics. The student understands the purposes of spending and saving money. The student is expected to:

(A) identify ways of earning, spending, and saving money; and

(B) analyze a simple budget that allocates money for spending and saving.

(7) Economics. The student understands the concept of an economic system. The student is expected to:

(A) define and identify examples of scarcity;

(B) explain the impact of scarcity on the production, distribution, and consumption of goods and services;

(C) explain the impact of scarcity on interdependence within and among communities; and

(D) explain the concept of a free market.

(8) Economics. The student understands how businesses operate in the U.S. free enterprise system. The student is expected to:

(A) give examples of how a simple business operates;

(B) explain how supply and demand affect the price of a good or service;

(C) explain how the cost of production and selling price affect profits; and

(D) identify historic figures, such as Henry Ford, and ordinary people in the community who have started new businesses.

(9) Government. The student understands the basic structure and functions of local government. The student is expected to:

(A) describe the basic structure of government in the local community;

(B) identify services commonly provided by local governments;

(C) identify local government officials and explain how they are chosen;

(D) explain how local government services are financed; and

(E) explain the importance of the consent of the governed to the functions of local government.

(10) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:

(A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good;

(B) identify historic figures such as Jane Addams, Helen Keller, and Harriet Tubman who have exemplified good citizenship;

(C) identify and explain the importance of acts of civic responsibility, including obeying laws and voting; and

(D) identify ordinary people who exemplify good citizenship.

(11) Citizenship. The student understands the impact of individual and group decisions on communities in a democratic society. The student is expected to:

(A) give examples of community changes that result from individual or group decisions;

(B) identify examples of actions individuals and groups can take to improve the community; and

(C) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.

(12) Culture. The student understands ethnic and/or cultural celebrations of the United States and other nations. The student is expected to:

(A) explain the significance of selected ethnic and/or cultural celebrations in Texas, the United States, and other nations such as St. Patrick's Day, Cinco de Mayo, and Kwanzaa; and

(B) compare ethnic and/or cultural celebrations in Texas, the United States, and other nations.

(13) Culture. The student understands the role of real and mythical heroes in shaping the culture of communities, the state, and the nation. The student is expected to:

(A) identify the heroic deeds of state and national heroes such as Daniel Boone and Davy Crockett;

(B) retell the heroic deeds of characters from American folktales and legends such as Pecos Bill and Paul Bunyan;

(C) retell the heroic deeds of characters of Greek and Roman myths; and

(D) identify how selected fictional characters such as Robinson Crusoe created new communities.

(14) Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to:

(A) identify selected individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage from communities around the world; and

(B) explain the significance of selected individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage to communities around the world.

(15) Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in communities around the world, past and present. The student is expected to:

(A) identify scientists and inventors such as Louis Daguerre, Cyrus McCormick, Louis Pasteur, and Jonas Salk who have created or invented new technology; and

(B) identify the impact of new technology in photography, farm equipment, pasteurization, and medical vaccines on communities around the world.

(16) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) obtain information, including historical and geographic data about the community, using a variety of print, oral, visual, and computer sources;

(B) sequence and categorize information;

(C) interpret oral, visual, and print material by identifying the main idea, identifying cause and effect, and comparing and contrasting;

(D) use various parts of a source, including the table of contents, glossary, and index, as well as keyword computer searches, to locate information;

(E) interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps; and

(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

(17) Social studies skills. The student communicates effectively in written, oral, and visual forms. The student is expected to:

(A) express ideas orally based on knowledge and experiences;

(B) create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas; and

(C) use standard grammar, spelling, sentence structure, and punctuation.

(18) 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; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Source: The provisions of this §113.5 adopted to be effective September 1, 1998, 22 TexReg 7684.

GRADE 4

§113.6. Social Studies, Grade 4.

(a) Introduction.

(1) In Grade 4, students examine the history of Texas from the early beginnings to the present within the context of influences of the Western Hemisphere. Historical content focuses on Texas history including the Texas revolution, establishment of the Republic of Texas, and subsequent annexation to the United States. Students discuss important issues, events, and individuals of the 19th and 20th centuries. Students conduct a thorough study of regions in Texas and the Western Hemisphere that result from human activity and from physical features. A focus on the location, distribution, and patterns of economic activities and of settlement in Texas further enhances the concept of regions. Students describe how early Native Americans in Texas and the Western Hemisphere met their basic economic needs and identify economic motivations for European exploration and colonization and reasons for the establishment of Spanish missions. Students explain how Native Americans governed themselves and identify characteristics of Spanish and Mexican colonial governments in Texas. Students recite and explain the meaning of the Pledge to the Texas Flag. Students identify the contributions of people of various racial, ethnic, and religious groups to Texas and describe the impact of science and technology on life in the state. Students use critical-thinking skills to identify cause-and-effect relationships, compare and contrast, and make generalizations and predictions.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies; novels; speeches and letters; and poetry, songs, and artworks is encouraged. Selections may include a children's biography of Stephen F. Austin. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes with the history and geography strands establishing a sense of time and a sense of place. Skills listed in the geography and social studies skills strands 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.

(4) 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, §28.002(h).

(b) Knowledge and skills.

(1) History. The student understands the similarities and differences of Native-American groups in Texas and the Western Hemisphere before European exploration. The student is expected to:

(A) identify Native-American groups in Texas and the Western Hemisphere before European exploration and describe the regions in which they lived; and

(B) compare the ways of life of Native-American groups in Texas and the Western Hemisphere before European exploration.

(2) History. The student understands the causes and effects of European exploration and colonization of Texas and the Western Hemisphere. The student is expected to:

(A) summarize reasons for European exploration and settlement of Texas and the Western Hemisphere;

(B) identify the accomplishments of significant explorers such as Cabeza de Vaca; Christopher Columbus; Francisco Coronado; and René Robert Cavellier, Sieur de la Salle and explain their impact on the settlement of Texas;

(C) explain when, where, and why the Spanish established Catholic missions in Texas;

(D) identify the accomplishments of significant empresarios including Moses Austin, Stephen F. Austin, and Martín de León and explain their impact on the settlement of Texas; and

(E) identify the impact of Mexico's independence from Spain on the events in Texas.

(3) History. The student understands the causes and effects of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:

(A) analyze the causes, major events, and effects of the Texas Revolution, including the battles of the Alamo and San Jacinto;

(B) describe the successes and problems of the Republic of Texas;

(C) explain the events that led to the annexation of Texas to the United States;

(D) explain the impact of the Mexican War on Texas; and

(E) identify leaders important to the founding of Texas as a republic and state, including Sam Houston, Mirabeau Lamar, and Anson Jones.

(4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:

(A) describe the impact of the Civil War and Reconstruction on Texas;

(B) explain the growth and development of the cattle and oil industries;

(C) identify the impact of railroads on life in Texas, including changes to cities and major industries; and

(D) describe the effects of political, economic, and social changes on Native Americans in Texas.

(5) History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:

(A) identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, and the growth of aerospace and other technology industries; and

(B) identify the accomplishments of notable individuals such as Henry Cisneros, Miriam A. Ferguson, Audie Murphy, Cleto Rodríguez, and John Tower.

(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and

(B) translate geographic data into a variety of formats such as raw data to graphs and maps.

(7) Geography. The student understands the concept of regions. The student is expected to:

(A) describe a variety of regions in Texas and the Western Hemisphere such as political, population, and economic regions that result from patterns of human activity;

(B) describe a variety of regions in Texas and the Western Hemisphere such as landform, climate, and vegetation regions that result from physical characteristics; and

(C) compare the regions of Texas with regions of the United States and other parts of the world.

(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

- (A) identify clusters of settlement in Texas and explain their distribution;
- (B) explain patterns of settlement at different time periods in Texas;
- (C) describe the location of cities in Texas and explain their distribution, past and present; and
- (D) explain the geographic factors that influence patterns of settlement and the distribution of population in Texas, past and present.

(9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:

- (A) describe ways people have adapted to and modified their environment in Texas, past and present;
- (B) identify reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs; and
- (C) analyze the consequences of human modification of the environment in Texas, past and present.

(10) Economics. The student understands the basic economic patterns of early societies in Texas and the Western Hemisphere. The student is expected to:

- (A) explain the economic patterns of various early Native-American groups in Texas and the Western Hemisphere; and
- (B) explain the economic patterns of early European immigrants to Texas and the Western Hemisphere.

(11) Economics. The student understands the reasons for exploration and colonization. The student is expected to:

- (A) identify the economic motivations for European exploration and settlement in Texas and the Western Hemisphere; and
- (B) identify the economic motivations for Anglo-American colonization in Texas.

(12) Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:

- (A) describe the development of the free enterprise system in Texas;
- (B) describe how the free enterprise system works in Texas; and
- (C) give examples of the benefits of the free enterprise system in Texas.

(13) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:

(A) explain how people in different regions of Texas earn their living, past and present;

(B) explain how geographic factors have influenced the location of economic activities in Texas;

(C) analyze the effects of immigration, migration, and limited resources on the economic development and growth of Texas;

(D) describe the impact of mass production, specialization, and division of labor on the economic growth of Texas;

(E) explain how developments in transportation and communication have influenced economic activities in Texas; and

(F) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.

(14) Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to:

(A) identify ways in which technological changes have resulted in increased interdependence among Texas, the United States, and the world;

(B) identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world; and

(C) explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world.

(15) Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:

(A) compare how selected Native-American groups governed themselves; and

(B) identify characteristics of Spanish and Mexican colonial governments and their influence on inhabitants of Texas.

(16) Government. The student understands important ideas in historic documents of Texas. The student is expected to:

(A) identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and the Treaty of Velasco; and

(B) identify and explain the basic functions of the three branches of state government.

(17) Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:

(A) explain the meaning of selected patriotic symbols and landmarks of Texas, including the six flags over Texas, San José Mission, and the San Jacinto Monument;

(B) sing or recite Texas, Our Texas;

(C) recite and explain the meaning of the Pledge to the Texas Flag; and

(D) describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.

(18) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:

(A) explain how individuals can participate voluntarily in civic affairs at state and local levels;

(B) explain the role of the individual in state and local elections;

(C) identify the importance of historical figures such as Sam Houston, Barbara Jordan, and Lorenzo de Zavala who modeled active participation in the democratic process; and

(D) explain how to contact elected and appointed leaders in state and local governments.

(19) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

(A) identify leaders in state and local governments, including the governor, selected members of the Texas Legislature, and Texans who have been President of the United States, and their political parties; and

(B) identify leadership qualities of state and local leaders, past and present.

(20) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to:

(A) identify the similarities and differences within and among selected racial, ethnic, and religious groups in Texas;

(B) identify customs, celebrations, and traditions of various culture groups in Texas; and

(C) summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas.

(21) Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:

(A) identify famous inventors and scientists such as Gail Borden, Joseph Glidden, and Patillo Higgins and their contributions;

(B) describe how scientific discoveries and technological innovations have benefited individuals, businesses, and society in Texas; and

(C) predict how future scientific discoveries and technological innovations might affect life in Texas.

(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;

(D) identify different points of view about an issue or topic;

(E) identify the elements of frame of reference that influenced the participants in an event; and

(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

(B) incorporate main and supporting ideas in verbal and written communication;

(C) express ideas orally based on research and experiences;

(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and

(E) use standard grammar, spelling, sentence structure, and punctuation.

(24) 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; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Source: The provisions of this §113.6 adopted to be effective September 1, 1998, 22 TexReg 7684.

GRADE 5

§113.7. Social Studies, Grade 5.

(a) Introduction.

(1) In Grade 5, students learn about the history of the United States from its early beginnings to the present with a focus on colonial times through the 20th century. Historical content includes the colonial and revolutionary periods, the establishment of the United States, and issues that led to the Civil War. An overview of major events and significant individuals of the late-19th century and the 20th century is provided. Students learn about a variety of regions in the United States that result from physical features and human activity and identify how people adapt to and modify the environment. Students explain the characteristics and benefits of the free enterprise system and describe economic activities in the United States. Students identify the roots of representative government in this nation as well as the important ideas in the Declaration of Independence and the U.S. Constitution. Students recite and explain the meaning of the Pledge of Allegiance. Students examine the importance of effective leadership in a democratic society and identify important leaders in the national government. Students examine fundamental rights guaranteed in the Bill of Rights. Students describe customs and celebrations of various racial, ethnic, and religious groups in the nation and identify the contributions of famous inventors and scientists. Students use critical-thinking skills including sequencing, categorizing, and summarizing information and drawing inferences and conclusions.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies; novels; speeches and letters; and poetry, songs, and artworks is encouraged. Selections may include Yankee Doodle. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes with the history and geography strands establishing a sense of time and a sense of place. Skills listed in the geography and social studies skills strands 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.

(4) 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, §28.002(h).

(b) Knowledge and skills.

(1) History. The student understands the causes and effects of European colonization in the United States. The student is expected to:

(A) explain when, where, and why groups of people colonized and settled in the United States; and

(B) describe the accomplishments of significant colonial leaders such as Anne Hutchinson, William Penn, John Smith, and Roger Williams.

(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:

(A) identify the contributions of significant individuals during the revolutionary period, including Thomas Jefferson and George Washington;

(B) analyze the causes and effects of events prior to and during the American Revolution such as the Boston Tea Party; and

(C) summarize the results of the American Revolution, including the establishment of the United States and the origins of U.S. military institutions.

(3) History. The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established. The student is expected to:

(A) identify the contributions of individuals including James Madison and Roger Sherman who helped create the U.S. Constitution; and

(B) summarize the events that led to the creation of the U.S. Constitution.

(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:

(A) identify changes in society resulting from the Industrial Revolution and explain how these changes led to conflict among sections of the United States;

(B) identify reasons people moved west;

(C) identify examples of U.S. territorial expansion;

(D) describe the causes and effects of the Civil War;

(E) explain the reasons for and rights provided by the 13th, 14th, and 15th amendments to the U.S. Constitution;

(F) explain how industry and the mechanization of agriculture changed the American way of life; and

(G) identify the challenges, opportunities, and contributions of people from selected Native-American and immigrant groups.

(5) History. The student understands important issues, events, and individuals of the 20th century in the United States. The student is expected to:

(A) analyze various issues and events of the 20th century such as urbanization, industrialization, increased use of oil and gas, world wars, and the Great Depression; and

(B) identify the accomplishments of notable individuals such as Carrie Chapman Catt, Dwight Eisenhower, Martin Luther King, Jr., Rosa Parks, Colin Powell, and Franklin D. Roosevelt who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics.

(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and

(B) translate geographic data into a variety of formats such as raw data to graphs and maps.

(7) Geography. The student understands the concept of regions. The student is expected to:

(A) describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity;

(B) describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics; and

(C) locate the fifty states on a map and identify regions such as New England and the Great Plains made up of various groups of states.

(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

(A) identify and describe the types of settlement and patterns of land use in the United States;

(B) describe clusters of settlement in the United States and explain their distribution;

(C) analyze the location of cities in the United States, including capital cities, and explain their distribution, past and present; and

(D) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present.

(9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:

(A) describe ways people have adapted to and modified their environment in the United States, past and present;

(B) identify reasons why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs; and

(C) analyze the consequences of human modification of the environment in the United States, past and present.

(10) Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:

(A) explain the economic patterns of various early Native-American groups in the United States; and

(B) explain the economic patterns of early European colonists.

(11) Economics. The student understands the reasons for exploration and colonization. The student is expected to:

(A) identify the economic motivations for European exploration and settlement in the United States; and

(B) identify major industries of colonial America.

(12) Economics. The student understands the characteristics and benefits of the free enterprise system in the United States. The student is expected to:

(A) describe the development of the free enterprise system in colonial America and the United States;

(B) describe how the free enterprise system works in the United States; and

(C) give examples of the benefits of the free enterprise system in the United States.

(13) Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:

(A) explain how supply and demand affects consumers in the United States; and

(B) evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States.

(14) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:

(A) analyze how people in different parts of the United States earn a living, past and present;

(B) identify and explain how geographic factors have influenced the location of economic activities in the United States;

(C) analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States;

(D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States;

(E) analyze how developments in transportation and communication have influenced economic activities in the United States; and

(F) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.

(15) Government. The student understands how people organized governments in colonial America. The student is expected to:

(A) compare the systems of government of early European colonists; and

(B) identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.

(16) Government. The student understands important ideas in the Declaration of Independence and the U.S. Constitution. The student is expected to:

(A) identify the purposes and explain the importance of the Declaration of Independence; and

(B) explain the purposes of the U.S. Constitution as identified in the Preamble to the Constitution.

(17) Government. The student understands the framework of government created by the U.S. Constitution. The student is expected to:

(A) identify and explain the basic functions of the three branches of government;

(B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and

(C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system.

(18) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:

- (A) explain selected patriotic symbols and landmarks such as the Statue of Liberty and the White House and political symbols such as the donkey and elephant;
- (B) sing or recite The Star-Spangled Banner and explain its history;
- (C) recite and explain the meaning of the Pledge of Allegiance; and
- (D) describe the origins and significance of national celebrations such as Memorial Day, Labor Day, and Columbus Day.

(19) Citizenship. The student understands the importance of individual participation in the democratic process. The student is expected to:

- (A) explain how individuals can participate in civic affairs and political parties at the national level;
- (B) analyze the role of the individual in national elections;
- (C) identify significant individuals such as César Chávez and Benjamin Franklin who modeled active participation in the democratic process; and
- (D) explain how to contact elected and appointed leaders in the national governments.

(20) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

- (A) identify leaders in the national governments, including the president and selected members of Congress, and their political parties; and
- (B) identify and compare leadership qualities of national leaders, past and present.

(21) Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to:

- (A) summarize the reasons for the creation of the Bill of Rights;
- (B) describe important individual rights including freedom of religion, speech, and press and the right to assemble and petition the government;
- (C) describe important due process rights including trial by jury and the right to an attorney; and
- (D) summarize selected amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens.

(22) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:

(A) identify significant examples of art, music, and literature from various periods in U.S. history; and

(B) explain how examples of art, music, and literature reflect the times during which they were created.

(23) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:

(A) identify the similarities and differences within and among selected racial, ethnic, and religious groups in the United States;

(B) describe customs, celebrations, and traditions of selected racial, ethnic, and religious groups in the United States; and

(C) summarize the contributions of people of selected racial, ethnic, and religious groups to our national identity.

(24) Science, technology, and society. The student understands the impact of science and technology on life in the United States. The student is expected to:

(A) describe the contributions of famous inventors and scientists such as Neil Armstrong, John J. Audubon, Benjamin Banneker, Clarence Birdseye, George Washington Carver, Thomas Edison, and Carl Sagan;

(B) identify how scientific discoveries and technological innovations such as the transcontinental railroad, the discovery of oil, and the rapid growth of technology industries have advanced the economic development of the United States;

(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States;

(D) analyze environmental changes brought about by scientific discoveries and technological innovations such as air conditioning and fertilizers; and

(E) predict how future scientific discoveries and technological innovations could affect life in the United States.

(25) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;

(D) identify different points of view about an issue or topic;

(E) identify the elements of frame of reference that influenced the participants in an event; and

(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

(26) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

(B) incorporate main and supporting ideas in verbal and written communication;

(C) express ideas orally based on research and experiences;

(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and

(E) use standard grammar, spelling, sentence structure, and punctuation.

(27) 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; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Source: The provisions of this §113.7 adopted to be effective September 1, 1998, 22 TexReg 7684.