

Reporting Category*	Readiness Standards	Supporting Standards
1 History	<p>1.1.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</p> <p>1.2.C compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation</p> <p>1.3.A distinguish among past, present, and future*</p> <p>1.3.C create a calendar and simple timeline*</p>	<p>1.1.B compare the observance of holidays and celebrations, past and present</p> <p>1.2.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>1.2.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</p> <p>1.3.B describe and measure calendar time by days, weeks, months, and years</p>
2 Geography and Culture	<p>1.6.A identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather*</p> <p>1.6.C identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location*</p> <p>1.15.A describe and explain the importance of various beliefs, customs, language, and traditions of families and communities*</p>	<p>1.4.B describe the location of self and objects relative to other locations in the classroom and school</p> <p>1.6.B identify examples of and uses for natural resources in the community, state, and nation*</p> <p>1.15.B explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities</p>
3 Government and Citizenship	<p>1.11.A explain the purpose for rules and laws in the home, school, and community</p> <p>1.12.B identify and describe the roles of public officials in the community, state, and nation*</p> <p>1.14.E explain how patriotic customs and celebrations reflect American individualism and freedom</p>	<p>1.11.B identify rules and laws that establish order, provide security, and manage conflict</p> <p>1.12.A identify the responsibilities of authority figures in the home, school, and community</p> <p>1.12.C identify and describe the role of a good citizen in maintaining a constitutional republic*</p> <p>1.13.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>1.13.B identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship</p> <p>1.13.C identify other individuals who exemplify good citizenship</p> <p>1.14.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>1.14.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>1.14.C identify anthems and mottoes of Texas and the United States</p> <p>1.14.D explain and practice voting as a way of making choices and decisions*</p> <p>1.14.F identify Constitution Day as a celebration of American freedom</p>
4 Economics, Science, Technology and Society	<p>1.7.A describe ways that families meet basic human needs*</p> <p>1.8.A identify examples of goods and services in the home, school, and community</p> <p>1.9.C identify examples of choices families make when buying goods and services</p> <p>1.16.B describe how technology changes communication, transportation, and recreation</p>	<p>1.7.B describe similarities and differences in ways families meet basic human needs</p> <p>1.8.B identify ways people exchange goods and services*</p> <p>1.8.C identify the role of markets in the exchange of goods and services*</p> <p>1.9.A identify examples of people wanting more than they can have</p> <p>1.9.B explain why wanting more than they can have requires that people make choices</p> <p>1.10.A describe the components of various jobs and the characteristics of a job well performed</p> <p>1.10.B describe how specialized jobs contribute to the production of goods and services</p> <p>1.16.A describe how technology changes the ways families live</p> <p>1.16.C describe how technology changes the way people work</p>

### Process Standards (Social Studies Skills and Processes)

- 1.4.A locate places using the four cardinal directions
- 1.5.A create and use simple maps such as maps of the home, classroom, school, and community
- 1.5.B locate the community, Texas, and the United States on maps and globes
- 1.17.A obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music
- 1.17.B obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts
- 1.17.C sequence and categorize information
- 1.18.A express ideas orally based on knowledge and experiences
- 1.18.B create and interpret visual and written material
- 1.19.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
- 1.19.B use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision

\* = Aligned with STAAR Assessed Curriculum

**NOTE:** The classification of standards on this TEKS Snapshot represents the reviewed and synthesized input of a sample of Texas Social Studies educators. This TEKS Snapshot DOES NOT represent a publication of the Texas Education Agency. District curriculum materials may reflect other classifications.