

## Process Standards (Social Studies Skills and Processes)

- 1.16 Social Studies Skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.
- 1.17 Social Studies Skills.** The student communicates in oral, visual, and written forms.

### Tools to Know

- 1.16(A) identify and state facts based on relevant evidence
- 1.16(B) identify different kinds of historical sources and artifacts and explain how they can be used to study the past
- 1.16(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance
- 1.17(A) use a simple timeline to distinguish among past, present, and future
- 1.17(B) use a calendar to describe and measure time in days, weeks, months, and years
- 1.17(E) use social studies terminology correctly
- 1.17(F) apply and practice classroom rules and procedures for listening and responding respectfully

## Exploring Places

- 1.3 Geography.** The student understands the relative location of places.
- 1.4 Geography.** The student understands the purpose of geographic tools, including maps and globes.
- 1.5 Geography.** The student understands physical and human characteristics of place to better understand their community and the world around them.

### Readiness Standards

- 1.3(B) locate places using the four cardinal directions
- 1.4(B) locate and explore the community, Texas, and the United States on maps and globes
- 1.5(A) identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather
- 1.5(B) identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities

### Supporting Standards

- 1.3(A) describe the location of self and objects relative to other locations in the classroom and school using spatial terms
- 1.4(A) create and use simple maps such as maps of the home, classroom, school, and community

## Leaders and Rules

- 1.10 Government.** The student understands the purpose of rules and laws.
- 1.11 Government.** The student understands the role of authority figures, public officials, and citizens.

### Readiness Standards

- 1.10(A) explain the purpose for rules and laws in the home, school, and community
- 1.11(B) identify and describe the roles of public officials in the community, state, and nation

### Supporting Standards

- 1.10(B) identify rules and laws that establish order, provide security, and manage conflict
- 1.11(A) identify the responsibilities of authority figures in the home, school, and community

## Being an American

- 1.12 Citizenship.** The student understands characteristics of good citizenship as exemplified by historical figures and other individuals.
- 1.13 Citizenship.** The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity.

### Process Standards

- 1.17(F) apply and practice classroom rules and procedures for listening and responding respectfully
- 1.18(A) use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community

### Readiness Standards

- 1.12(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
- 1.13(D) explain and practice voting as a way of making choices and decisions

### Supporting Standards

- 1.12(B) identify historical figures and other individuals who have exemplified good citizenship such as Benjamin Franklin and Eleanor Roosevelt
- 1.13(A) explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo
- 1.13(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag
- 1.13(C) identify anthems and mottoes of Texas and the United States

## Holidays, Historical Figures, and Culture (Integrating Social Studies with Reading and Writing)

- 1.1 History.** The student understands the origins of customs, holidays, and celebrations.  
**1.2 History.** The student understands how historical figures helped shape the state and nation.  
**1.13 Citizenship.** The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity.  
**1.14 Culture.** The student understands the importance of family and community beliefs, language, and traditions.

Readiness Standards		Supporting Standards	
1.1(A)	describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day, Independence Day, and Veterans Day	1.1(B)	compare the observance of holidays and celebrations
1.13(E)	explain how patriotic customs and celebrations reflect American individualism and freedom	1.2(A)	identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation
1.14(A)	describe and explain the importance of beliefs, language, and traditions of families and communities	1.2(B)	compare the lives of historical figures who have influenced the state and nation
		1.14(B)	explain the way folktales and legends reflect beliefs, language, and traditions of communities

## Data Analysis and Personal Financial Literacy (Integrating Social Studies with Math)

- 1.6 Economics.** The student understands how families meet basic human needs.  
**1.7 Economics.** The student understands the concepts of goods and services.  
**1.8 Economics.** The student understands the condition of not being able to have all the goods and services one wants.  
**1.9 Economics.** The student understands the value of work.  
**1.16 Social Studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.  
**1.17 Social Studies skills.** The student communicates in oral, visual, and written forms.

Process Standards		Readiness Standards		Supporting Standards	
1.16(D)	sequence and categorize information	1.6(A)	describe ways that families meet basic human needs	1.6(B)	describe similarities and differences in ways families meet basic human needs
1.17(D)	create and interpret visual and written material	1.7(A)	identify examples of goods and services in the home, school, and community	1.7(B)	identify ways people exchange goods and services
		1.8(C)	identify examples of choices families make when buying goods and services	1.7(C)	identify the role of markets in the exchange of goods and services
				1.8(A)	identify examples of people wanting more than they can have
				1.8(B)	explain why wanting more than they can have requires that people make choices
				1.9(A)	describe the tools of various jobs and the characteristics of a job well performed
				1.9(B)	describe how various jobs contribute to the production of goods and services

## Earth's Materials and Patterns in the Natural World (Integrating Social Studies with Science)

- 1.5 Geography.** The student understands physical and human characteristics of place to better understand their community and the world around them.

Readiness Standards		Supporting Standards	
1.5(A)	identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather		

## Technology (Integrating Social Studies with Technology Applications)

- 1.15 Science, technology, and society.** The student identifies individuals who created or invented new technology and understands how technology affects daily life, past and present.

Readiness Standards		Supporting Standards	
1.15(B)	describe how technology has affected communication, transportation, and recreation	1.15(A)	describe how technology has affected the ways families live
		1.15(C)	identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan

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- 1.17 Social Studies Skills.** The student communicates in oral, visual, and written forms.
- 1.18 Social Studies Skills.** The student uses problem-solving and decision-making skills, working independently and with others.

## Ways to Show

- 1.16(D) sequence and categorize information
- 1.17(D) create and interpret visual and written material
- 1.17(C) communicate information visually, orally, or in writing based on knowledge and experiences in social studies
- 1.18(A) use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community
- 1.18(B) use problem-solving and decision-making processes 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

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