

**§113.11. Social Studies, Kindergarten, Beginning with School Year 2011-2012.**

(2) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:

(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; and

(B) identify contributions of patriots and good citizens who have shaped the community.

(5) Geography. The student understands physical and human characteristics of place. The student is expected to:

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

(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.

(11) Culture. The student understands similarities and differences among people. The student is expected to:

(A) identify similarities and differences among people such as kinship, laws, and religion; and

(B) identify similarities and differences among people such as music, clothing, and food.

(12) Culture. The student understands the importance of family customs and traditions. The student is expected to:

(A) describe and explain the importance of family customs and traditions; and

(B) compare family customs and traditions.

**§113.12. Social Studies, Grade 1, Beginning with School Year 2011-2012.**

(2) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:

(A) identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation;

(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; and

(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.

(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 such as maps of the home, classroom, school, and community; and

(B) locate the community, Texas, and the United States on maps and globes.

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

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

(B) identify and describe the roles of public officials in the community, state, and nation; and

(C) identify and describe the role of a good citizen in maintaining a constitutional republic.

(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:

(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;

(B) identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship; and

(C) identify other individuals who exemplify good citizenship.

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

(A) explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo;

(B) recite and explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;

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

(D) explain and practice voting as a way of making choices and decisions;

(E) explain how patriotic customs and celebrations reflect American individualism and freedom; and

(F) identify Constitution Day as a celebration of American freedom.

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

(A) describe and explain the importance of various beliefs, customs, language, and traditions of families and communities; and

(B) explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities.

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

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

(B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts; and

(C) sequence and categorize information.

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

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

(B) create and interpret visual and written material.

(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:

**§113.13. Social Studies, Grade 2, Beginning with School Year 2011-2012.**

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 Veterans Day, Memorial Day, Independence Day, and Thanksgiving; and

(B) identify and explain the significance of various community, state, and **national landmarks** such as monuments and government buildings.

(4) **History.** The student **understands how historical figures, patriots, and good citizens helped shape the community, state, and nation.** The student is expected to:

(A) identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation;

(B) identify historical figures such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited **individualism and inventiveness;** and

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

(6) **Geography.** The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:

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

(B) locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes; and

(C) examine information from various 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 and seasonal patterns affect activities and settlement patterns;

(B) describe how natural resources and natural hazards affect activities and settlement patterns;

(C) explain how people depend on the physical environment and natural resources to meet basic needs; and

(D) identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns.

(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:

(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;

(B) identify historical figures such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers, and Sojourner Truth who have exemplified good citizenship;

(C) identify other individuals who exemplify good citizenship; and

(D) identify ways to actively practice good citizenship, including involvement in community service.

(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) Culture. The student understands ethnic and/or cultural celebrations. The student is expected to:

(A) identify the significance of various ethnic and/or cultural celebrations; and

(B) compare ethnic and/or cultural celebrations.

**§113.14. Social Studies, Grade 3, Beginning with School Year 2011-2012.**

(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, past and present;

(B) identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities; and

(C) describe how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Oñate, 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, religious freedom, law, and material well-being;

(B) identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation; and

(C) compare ways in which various other communities meet their needs.

(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 on maps and globes such as the Rocky Mountains, the Mississippi River, and Austin, Texas, in relation to the local community;

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

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

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

(10) Government. The student understands important ideas in historical documents at various levels of government. The student is expected to:

(A) identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights; and

(B) describe and explain the importance of the concept of "consent of the governed" as it relates to the functions of local, state, and national government.

(11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:

(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;

(B) identify historical figures such as Helen Keller and Clara Barton and contemporary figures such as Ruby Bridges and military and first responders who exemplify good citizenship; and

(C) identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting.

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

(A) identify and compare the heroic deeds of state and national heroes, including Hector P. Garcia and James A. Lovell, and other individuals



such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes; and

(B) identify and analyze the heroic deeds of individuals, including military and first responders such as the Four Chaplains.

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

(A) identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley and their stories, poems, statues, and paintings and other examples of cultural heritage from various communities; and

(B) explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings and other examples of cultural heritage to various communities.

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

(A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources;

(B) sequence and categorize information;

(C) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, 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 Internet 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.

**§113.15. Social Studies, Grade 4, Beginning with School Year 2011-2012.**

(1) History. The student understands the origins, similarities, and differences of American Indian groups in Texas and North America before European exploration. The student is expected to:

- (A) explain the possible origins of American Indian groups in Texas and North America;
- (B) identify American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano;
- (C) describe the regions in which American Indians lived and identify American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo; and
- (D) compare the ways of life of American Indian groups in Texas and North America before European exploration.

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

- (A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion;
- (B) identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas;
- (C) explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandón;
- (D) identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas; and

(E) identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas.

(3) History. The student understands the importance 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 Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto;

(B) summarize the significant contributions of individuals such as Texians William B. Travis, James Bowie, David Crockett, George Childress, and Sidney Sherman; Tejanos Juan Antonio Padilla, Carlos Espalier, Juan N. Seguín, Plácido Benavides, and José Francisco Ruiz; Mexicans Antonio López de Santa Anna and Vicente Filisola; and non-combatants Susanna Dickinson and Enrique Esparza;

(C) identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones;

(D) describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers; and

(E) explain the events that led to the annexation of Texas to the United States, including the impact of the U.S.-Mexican War.

(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, development, and impact of the cattle industry, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson;

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

(D) examine the effects upon American Indian life resulting from changes in Texas, including the Red River War, building of U.S. forts and railroads, and loss of buffalo.

(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, the Great Depression, the Dust Bowl, and World War II;

(B) explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Pattillo Higgins; and

(C) identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodríguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals.

(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 explain clusters and patterns of settlement in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II;

(B) describe and explain the location and distribution of various towns and cities in Texas, past and present; and

(C) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present.

(10) Economics. The student understands the basic economic activities of early societies in Texas and North America. The student is expected to:

(A) explain the economic activities various early American Indian groups in Texas and North America used to meet their needs and wants such as farming, trading, and hunting; and

(B) explain the economic activities early immigrants to Texas used to meet their needs and wants.

(12) 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, through a subsistence economy and providing goods and services;

(B) explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas;

(C) analyze the effects of exploration, 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) 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 various American Indian groups such as the Caddo and the Comanche governed themselves; and

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

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

(A) explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the San Jacinto Monument, the Alamo, and various missions;

(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.

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

(A) identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll;

(B) explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects;

(C) explain the duty of the individual in state and local elections such as being informed and voting;

(D) identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Sam Rayburn, Henry B. González, James A. Baker III, Wallace Jefferson, and other local individuals; and

19) 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 among various racial, ethnic, and religious groups in Texas;
- (B) identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, the Strawberry Festival, and Fiesta San Antonio; and
- (C) summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe.

**§113.16. Social Studies, Grade 5, Beginning with School Year 2011-2012.**

(1) History. The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine. The student is expected to:

- (A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain; and
- (B) describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams.

(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) describe the causes and effects of the War of 1812;
- (B) identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States;
- (C) identify reasons people moved west;

(D) identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny;

(E) identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and 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 various American Indian and immigrant groups.

(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:

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

(B) analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election; and

(C) identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics.

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

(A) explain various patriotic symbols, including Uncle Sam, 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 to the United States Flag;

(D) describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, **Columbus Day**, and Veterans Day; and

(E) explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore.

(20) 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) describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney; and

(B) describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens.

(22) 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 various racial, ethnic, and religious groups in the United States;

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

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