



# STAR Curriculum Alignment Guide to Texas Essential Knowledge and Skills (TEKS): Social Studies

**Note:** STAR lesson numbers correspond to the essential lessons and prerequisite skills necessary to reach the grade level standard and essence statements.

## Social Studies Area of Focus: History

**History:** The student demonstrates an understanding of issues and events in U.S. history. The student understands that holidays are celebrations of special events (K.1). The student understands the origins of customs, holidays, and celebrations (1.1). The student understands the historical significance of landmarks and celebrations in the community, state, and nation (2.1). The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation (K.2; 1.2; 2.4). The student understands how individuals, events, and ideas have influenced the history of various communities (3.1). The student understands the origins, similarities, and differences of American Indian groups in Texas and North America before European exploration (4.1). The student understands important issues, events, and individuals of the 20th century in Texas (4.5). The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries (5.5). The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student understands the concept of chronology (K.3). The student understands the concepts of time and chronology (1.3; 2.2; 3.3). The student understands how various sources provide information about the past and present (2.3). The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States (4.3). The student understands how conflict between the American colonies and Great Britain led to American independence (5.2). 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 (5.3). The student understands common characteristics of communities, past and present (3.2). The student understands the causes and effects of European exploration and colonization of Texas and North America (4.2). The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine (5.1). The student understands the political, economic, and social changes in Texas during the last half of the 19th century (4.4). The student understands political, economic, and social changes that occurred in the United States during the 19th century (5.4).

**People, Past, and Present Skills:** The student begins to understand past events and how these events relate to their cultural background as well as their classmates' background, present and future activities, demonstrating evidence of their growing understanding of time, change, culture, and continuity (Pre- K.VII.A).

<p><b>Aligned Essence Statements</b></p>	<p><b>Recognizes reasons for exploration and colonization (8.2);</b>  <b>Recognizes important events, issues, and people relating to the revolutionary era (8.4);</b>  <b>Recognizes important people, issues, and events relating to the Civil War (8.8)</b></p>
<p><b>Reporting Category</b></p>	<p><b>Category 1: Social studies is not on STAR until grade 8</b></p>

## Prerequisite Vertical Alignment: Historical Significance of Patriotic Celebrations and National Landmarks

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>5-3</b>	<ul style="list-style-type: none"> <li>TEKS not yet applicable to these grade levels</li> </ul>		<p><b>Level 3:</b> R1, R2, R3, R5, R6, R7, E1, E2, E3, E5, E6, E7, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR6, FR9, FR16</p> <p><b>Level 2:</b> R1, R2, R3, R4, R7, R8, R9, R10, R11, E1, E2, E3, E4, E5, E6, E7, E8, E9, E10, S1, S2, S3, FR6, FR9, FR12</p> <p><b>Level 1:</b> R2, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR9, FR10, FR11, FR13</p>
<b>2</b>	<ul style="list-style-type: none"> <li>Explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving</li> <li>Identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings</li> </ul>	<b>2.1.A-B</b>	
<b>1</b>	<ul style="list-style-type: none"> <li>Describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veterans Day</li> <li>Compare the observance of holidays and celebrations, past and present</li> </ul>	<b>1.1.A-B</b>	
<b>K</b>	<ul style="list-style-type: none"> <li>Explain the reasons for national patriotic holidays such as Presidents' Day, Veterans Day, and Independence Day</li> <li>Identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day</li> </ul>	<b>K.1.A-B</b>	
<b>PK</b>	<ul style="list-style-type: none"> <li>TEKS not yet applicable to these grade levels</li> </ul>		

## Prerequisite Vertical Alignment: Individuals and Groups Shaping History

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>5</b>	<ul style="list-style-type: none"> <li>Identify the accomplishments of individuals and groups, such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, César Chávez, 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</li> </ul>	<b>5.5.C</b>	<p><b>Level 3:</b></p> <p>R1, R2, R3, R5, R6, R7, E1, E2, E3, E5, E6, E7, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR6, FR9, FR16</p>
<b>4</b>	<ul style="list-style-type: none"> <li>Explain the possible origins of American Indian groups in Texas and North America</li> <li>Identify American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano</li> <li>Describe the regions in which American Indians lived as well as identify American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo</li> <li>Compare the ways of life of American Indian groups in Texas and North America before European exploration</li> </ul>	<b>4.1.A-D</b>	<p><b>Level 2:</b></p> <p>R1, R2, R3, R4, R7, R8, R9, R10, R11, E1, E2, E3, E4, E5, E6, E7, E8, E9, E10, S1, S2, S3, FR6, FR9, FR12</p> <p><b>Level 1:</b></p> <p>R2, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR9, FR10, FR11, FR13</p>
<b>3</b>	<ul style="list-style-type: none"> <li>Describe how individuals, events, and ideas have changed communities, past and present</li> <li>Identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities</li> <li>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</li> </ul>	<b>3.1.A-C</b>	
<b>2</b>	<ul style="list-style-type: none"> <li>Generate a number that is greater than or less than a given whole number up to 1,200</li> <li>Determine whether a number up to 40 is even or odd using pairings of objects to represent the number</li> </ul>	<b>2.4.A-C</b>	
<b>1</b>	<ul style="list-style-type: none"> <li>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</li> <li>Identify historical figures, such as Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness</li> <li>Compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation</li> </ul>	<b>1.2.A-C</b>	

### Prerequisite Vertical Alignment: Individuals and Groups Shaping History

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>K</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Identify contributions of patriots and good citizens who have shaped the community</li> </ul>	<b>K.2.A-B</b>	(See previous page)
<b>PK</b>	<ul style="list-style-type: none"> <li>• TEKS not yet applicable to these grade levels</li> </ul>		

## Prerequisite Vertical Alignment: Issues and Events Shaping History

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>5</b>	<ul style="list-style-type: none"> <li>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</li> <li>Analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election</li> </ul>	<b>5.5.A-B</b>	<p><b>Level 3:</b> R1, R2, R3, R5, R6, R7, E1, E2, E3, E5, E6, E7, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR6, FR9, FR16</p>
<b>4</b>	<ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>	<b>4.5.A-B</b>	<p><b>Level 2:</b> R1, R2, R3, R4, R7, R8, R9, R10, R11, E1, E2, E3, E4, E5, E6, E7, E8, E9, E10, S1, S2, S3, FR6, FR9, FR12</p> <p><b>Level 1:</b> R2, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR9, FR10, FR11, FR13</p>
<b>PK-3</b>	<ul style="list-style-type: none"> <li>TEKS not yet applicable to these grade levels</li> </ul>		

## Prerequisite Vertical Alignment: Concepts of Time and Chronology

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>4-5</b>	<ul style="list-style-type: none"> <li>TEKS not yet applicable to these grade levels</li> </ul>		<p><b>Level 3:</b> R1, R2, R3, R5, R6, R7, E1, E2, E3, E5, E6, E7, E8, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR1, FR2, FR3, FR4, FR5, FR6, FR9, FR12, FR16, A1, A2, A3, A4, A8, A9, A10, A12, A13, A14, A15, A16, A17,</p> <p><b>Level 2:</b> R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, E1, E2, E3, E4, E5, E6, E7, E8, E9, E10, E11, S1, S2, S3, FR6, FR9, FR12, A1, A2, A3, A4, A5, A6, A7, A8, A11, A12, A13, A14, P1, P2, P3, P4, P5</p> <p><b>Level 1:</b> R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR9, FR10, FR11, FR12, FR13, A1, A2, A3, A4, P1, P2, P3, P4</p>
<b>3</b>	<ul style="list-style-type: none"> <li>Use vocabulary related to chronology, including past, present, and future times</li> <li>Create and interpret timelines</li> <li>Apply the terms year, decade, and century to describe historical times=</li> </ul>	<b>3.3.A-C</b>	
<b>2</b>	<ul style="list-style-type: none"> <li>Describe the order of events by using designations of time periods such as historical and present times</li> <li>Apply vocabulary related to chronology, including past, present, and future</li> <li>Create and interpret timelines for events in the past and present</li> <li>Identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources</li> <li>Describe various evidence of the same time period using primary sources such as photographs, journals, and interviews</li> </ul>	<b>2.2.A-C; 2.3.A-B</b>	
<b>1</b>	<ul style="list-style-type: none"> <li>Distinguish among past, present, and future</li> <li>Describe and measure calendar time by days, weeks, months, and years</li> <li>Create a calendar and simple timeline</li> </ul>	<b>1.3.A-C</b>	
<b>K</b>	<ul style="list-style-type: none"> <li>Place events in chronological order</li> <li>Use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow</li> </ul>	<b>K.3.A-B</b>	
<b>PK</b>	<ul style="list-style-type: none"> <li>Connect their life to events, time, and routines</li> </ul>	<b>PK.VII.A.3</b>	

## Prerequisite Vertical Alignment: Events Prior and During Military and Diplomatic Conflicts

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>5</b>	<ul style="list-style-type: none"> <li>Identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party</li> </ul>	<b>5.2.A</b>	<p><b>Level 3:</b> R1, R2, R3, R4, R5, R6, R7, E1, E2, E3, E5, E6, E7, E9, E11, E12, E13, E14, E15, S1, S2, S3, FR6, FR9, FR16</p> <p><b>Level 2:</b> R1, R2, R3, R4, R7, R8, R9, R10, R11, E1, E2, E3, E4, E5, E7, E8, E9, E10, S1, S2, S3, FR6, FR9, FR12</p> <p><b>Level 1:</b> R2, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR10, FR11, FR13</p>
<b>PK-4</b>	<ul style="list-style-type: none"> <li>TEKS not yet applicable to these grade levels</li> </ul>		

## Prerequisite Vertical Alignment: Individual Contributions During Wartime

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>5</b>	<ul style="list-style-type: none"> <li>Identify the Founding Fathers and patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period</li> </ul>	<b>5.2.B</b>	<p><b>Level 3:</b> R1, R2, R3, R5, R6, R7, E1, E2, E3, E5, E6, E7, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR6, FR16</p>
<b>4</b>	<ul style="list-style-type: none"> <li>Summarize the significant contributions of individuals such as Texians William B. Travis, James Bowie, David Crockett, George Childress, Sidney Sherman, Tejanos Juan Antonio Padilla, Carlos Espalier, Juan N. Seguín, Plácido Benavides, and José Francisco Ruiz, Antonio López de Santa Anna, Vicente Filisola, and non-combatants Susanna Dickinson and Enrique Esparza</li> <li>Identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones</li> </ul>	<b>4.3.B-C</b>	<p><b>Level 2:</b> R1, R2, R3, R4, R7, R8, R9, R10, R11 E1, E2, E3, E4, E5, E6, E7, E8, E9, E10, S1, S2, S3, FR6, FR9, FR12</p>
<b>PK-3</b>	<ul style="list-style-type: none"> <li>TEKS not yet applicable to these grade levels</li> </ul>		<p><b>Level 1:</b> R2, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR10, FR11, A2, A3</p>



## Prerequisite Vertical Alignment: Effects of Military and Diplomatic Conflicts

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>5</b>	<ul style="list-style-type: none"> <li>Summarize the results of the American Revolution, including the establishment of the United States and the development of the U.S. military</li> </ul>	<b>5.2.C</b>	<b>Level 3:</b> R1, R2, R3, R5, R6, R7, E1, E2, E3, E5, E6, E7, E8, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR5, FR6, FR9, FR16, A9, A10, A12, A13
<b>4</b>	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>Explain the events that led to the annexation of Texas to the United States, including the impact of the Mexican-American War</li> </ul>	<b>4.3.A, D-E</b>	<b>Level 2:</b> R1, R2, R4, R7, R8, R9, R10, R11, E1, E2, E3, E5, E6, E7, E8, E9, E10, S1, S2, S3, FR6, FR9, FR12, A7, A8, A9, A10, A11
<b>PK-3</b>	<ul style="list-style-type: none"> <li>TEKS not yet applicable to these grade levels</li> </ul>		<b>Level 1:</b> R2, R4, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR10, FR11, A1, A2, A3, A4

## Prerequisite Vertical Alignment: Establishment of the U.S. Constitution

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>5</b>	<ul style="list-style-type: none"> <li>• Identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation</li> <li>• Identify the contributions of individuals, including James Madison, George Mason, Charles Pinckney, and Roger Sherman, who helped create the U.S. Constitution</li> </ul>	<b>5.3.A-B</b>	<p><b>Level 3:</b> R1, R2, R3, R5, R6, R7, E1, E2, E3, E5, E6, E7, E8, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR5, FR6, FR9, FR16, A9, A10, A12, A13</p> <p><b>Level 2:</b> R1, R2, R4, R7, R8, R9, R10, R11, E1, E2, E3, E5, E6, E7, E8, E9, E10, S1, S2, S3, FR6, FR9, FR12, A7, A8, A9, A10, A11</p> <p><b>Level 1:</b> R2, R4, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR10, FR11, A1, A2, A3, A4</p>
<b>4</b>	<ul style="list-style-type: none"> <li>• TEKS not yet applicable to these grade levels</li> </ul>		

## Prerequisite Vertical Alignment: Exploration and Development of Communities, Past and Present

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>5</b>	<ul style="list-style-type: none"> <li>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</li> <li>Describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams</li> </ul>	<b>5.1.A-B</b>	<p><b>Level 3:</b></p> <p>R1, R2, R3, R5, R6, R7, E1, E2, E3, E5, E6, E7, E8, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR5, FR6, FR9, FR16, A9, A10, A12, A13</p>
<b>4</b>	<ul style="list-style-type: none"> <li>Summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion</li> <li>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</li> <li>Explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandón</li> <li>Identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas</li> <li>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</li> </ul>	<b>4.2.A-E</b>	<p><b>Level 2:</b></p> <p>R1, R2, R4, R7, R8, R9, R10, R11, E1, E2, E3, E5, E6, E7, E8, E9, E10, S1, S2, S3, FR6, FR9, FR12, A7, A8, A9, A10, A11</p> <p><b>Level 1:</b></p> <p>R2, R4, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR10, FR11, A1, A2, A3, A4</p>
<b>3</b>	<ul style="list-style-type: none"> <li>Identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being</li> <li>Identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation</li> <li>Compare ways in which various other communities meet their needs</li> </ul>	<b>3.2.A-C</b>	
<b>PK-2</b>	<ul style="list-style-type: none"> <li>TEKS not yet applicable to these grade levels</li> </ul>		

## Prerequisite Vertical Alignment: Political Influences

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>5</b>	<ul style="list-style-type: none"> <li>Describe the causes and effects of the War of 1812</li> <li>Identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny</li> </ul>	<b>5.4.A, D</b>	<p><b>Level 3:</b> R1, R2, R3, R5, R6, R7, E1, E2, E3, E5, E6, E7, E8, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR5, FR6, FR9, FR16</p> <p><b>Level 2:</b> R1, R2, R4, R7, R8, R9, R10, R11, E1, E2, E3, E5, E6, E7, E8, E9, E10, S1, S2, S3, FR6, FR9, FR12</p> <p><b>Level 1:</b> R2, R4, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR10, FR11</p>
<b>PK-4</b>	<ul style="list-style-type: none"> <li>TEKS not yet applicable to these grade levels</li> </ul>		

## Prerequisite Vertical Alignment: Economic Influences

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>5</b>	<ul style="list-style-type: none"> <li>• Identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States</li> <li>• Explain how industry and the mechanization of agriculture changed the American way of life</li> </ul>	<b>5.4.B, F</b>	<p><b>Level 3:</b> R1, R2, R3, R5, R6, R7, E1, E2, E3, E5, E6, E7, E8, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR5, FR6, FR9, FR16</p>
<b>4</b>	<ul style="list-style-type: none"> <li>• Explain the growth, development, and impact of the cattle industry, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson</li> <li>• Identify the impact of railroads on life in Texas, including changes to cities and major industries</li> </ul>	<b>4.4.B-C</b>	<p><b>Level 2:</b> R1, R2, R4, R7, R8, R9, R10, R11, E1, E2, E3, E5, E6, E7, E8, E9, E10, S1, S2, S3, FR6, FR9, FR12</p>
<b>PK-3</b>	<ul style="list-style-type: none"> <li>• TEKS not yet applicable to these grade levels</li> </ul>		<p><b>Level 1:</b> R2, R4, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR10, FR11</p>

## Prerequisite Vertical Alignment: Social Influences

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>5</b>	<ul style="list-style-type: none"> <li>• Identify reasons people moved west</li> <li>• 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</li> <li>• Identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups</li> </ul>	<b>5.4.C, E, G</b>	<p><b>Level 3:</b> R1, R2, R3, R5, R6, R7, E1, E2, E3, E5, E6, E7, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR5, FR6, FR9, FR16</p>
<b>4</b>	<ul style="list-style-type: none"> <li>• Examine the effects upon American Indian life resulting from changes in Texas, including the Red River War, building forts and railroads, and loss of buffalo</li> </ul>	<b>4.3.D</b>	<p><b>Level 2:</b> R1, R2, R4, R7, R8, R9, R10, R11, E1, E2, E3, E5, E6, E7, E8, E9, E10, S1, S2, S3, FR6, FR9, FR12</p>
<b>PK-3</b>	<ul style="list-style-type: none"> <li>• TEKS not yet applicable to these grade levels</li> </ul>		<p><b>Level 1:</b> R2, R4, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR10, FR11</p>

## Social Studies Area of Focus: Economics

**Economic Skills:** The student learns that their community benefits from many different people working in many different ways (Pre-K.VII.B).

**Economics:** The student understands that basic human needs and wants are met in many ways (K.6). The student understands the value of jobs (K.7). The student understands how families meet basic human needs (1.7). The student understands the concepts of goods and services (1.8). The student understands the condition of not being able to have all the goods and services one wants (1.9). The student understands the value of work (1.10; 2.9). The student understands the roles of producers and consumers in the production of goods and services (2.10). The student understands the purposes of earning, spending, saving, and donating money (3.6). The student understands the concept of the free enterprise system (3.7). The student understands how businesses operate in the U.S. free enterprise system (3.8). The student understands patterns of work and economic activities in the United States (5.13). The student understands the basic economic activities of early societies in Texas and North America (4.10). The student understands the characteristics and benefits of the free enterprise system in Texas (4.11). The student understands patterns of work and economic activities in Texas (4.12). The student understands the basic economic patterns of early societies in the United States (5.10). The student understands the development, characteristics, and benefits of the free enterprise system in the United States (5.11). The student understands the impact of supply and demand on consumers and producers in a free enterprise system (5.12) The student understands how Texas, the United States, and other parts of the world are economically interdependent (4.13).

<p><b>Aligned Essence Statements</b></p>	<p><b>Recognizes the development of different patterns of economic activity among various U.S. regions (8.12);</b>  <b>Recognizes the development of the free-enterprise system in the United States (8.14);</b>  <b>Recognizes the impact of scientific discoveries and technological innovation on the economic growth of the United States (8.27)</b></p>
<p><b>Reporting Category</b></p>	<p><b>Category 4: Economics is not on STAR until grade 8</b></p>

## Prerequisite Vertical Alignment: Evolution of Economic Systems Based on Human Need

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>4-5</b>	<ul style="list-style-type: none"> <li>TEKS not yet applicable to these grade levels</li> </ul>		<p><b>Level 3:</b></p> <p>R1, R2, R3, R5, R6, R7, E1, E2, E3, E5, E6, E7, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR1, FR2, FR3, FR4, FR5, FR6, FR9, FR12, FR16, A1, A2, A3, A4, A8, A9, A10, A12, A13, A14, A15, A16, A17, P1, P2, P3</p> <p><b>Level 2:</b></p> <p>R1, R2, R4, R7, R8, R9, R10, R11, E1, E2, E3, E5, E6, E7, E8, E9, E10, S1, S2, S3, FR6, FR9, FR12, A1, A2, A3, A4, A5, A6, A7, A8, A11, A12, A13, A14, P1, P2, P3, P4, P5</p> <p><b>Level 1:</b></p> <p>R2, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR9, FR10, FR11, FR13, A1, A2, A3, A4</p>
<b>3</b>	<ul style="list-style-type: none"> <li>Identify ways of earning, spending, saving, and donating money; create a simple budget that allocates money for spending, saving, and donating</li> <li>Define and identify examples of scarcity</li> <li>Explain the impact of scarcity on the production, distribution, and consumption of goods and services</li> <li>Explain the concept of a free market as it relates to the U.S. free enterprise system</li> <li>Identify examples of how a simple business operates</li> <li>Explain how supply and demand affect the price of a good or service</li> <li>Explain how the cost of production and selling price affect profits</li> <li>Explain how government regulations and taxes impact consumer costs</li> <li>Identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, who have started new businesses</li> </ul>	<b>3.6 A-B; 3.7 A-C; 3.8 A-E</b>	
<b>2</b>	<ul style="list-style-type: none"> <li>Explain how work provides income to purchase goods and services</li> <li>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</li> <li>Distinguish between producing and consuming</li> <li>Identify ways in which people are both producers and consumers</li> <li>Examine the development of a product from a natural resource to a finished product</li> </ul>	<b>2.9 A-B; 2.10 A-C</b>	



## Prerequisite Vertical Alignment: Evolution of Economic Systems Based on Human Need

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>1</b>	<ul style="list-style-type: none"> <li>• Describe ways that families meet basic human needs</li> <li>• Describe similarities and differences in ways families meet basic human needs</li> <li>• Identify examples of goods and services in the home, school, and community</li> <li>• Identify ways people exchange goods and services</li> <li>• Identify the role of markets in the exchange of goods and services</li> <li>• Identify examples of people wanting more than they can have</li> <li>• Explain why wanting more than they can have requires that people make choices</li> <li>• Identify examples of choices families make when buying goods and services</li> <li>• Describe the components of various jobs and the characteristics of a job well performed</li> <li>• Describe how specialized jobs contribute to the production of goods and services</li> </ul>	<b>1.7 A-B; 1.8 A-C; 1.9 A-C; 1.10 A-B</b>	(See previous page)
<b>K</b>	<ul style="list-style-type: none"> <li>• Identify basic human needs of food, clothing, and shelter</li> <li>• Explain the difference between needs and wants</li> <li>• Explain how basic human needs can be met such as through self-producing, purchasing, and trading</li> <li>• Identify jobs in the home, school, and community</li> <li>• Explain why people have jobs</li> </ul>	<b>K.6 A-C; K.7 A-B</b>	
<b>PK</b>	<ul style="list-style-type: none"> <li>• Demonstrate that all people need food, clothing, and shelter</li> <li>• Demonstrate an understanding of what it means to be a consumer</li> <li>• Discuss the roles and responsibilities of family, school, and community helpers</li> </ul>	<b>PK.VII.B.1-3</b>	

## Prerequisite Vertical Alignment: Factors Influencing Economies

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>5</b>	<ul style="list-style-type: none"> <li>• Compare how people in different parts of the United States earn a living, past and present</li> <li>• Identify and explain how geographic factors have influenced the location of economic activities in the United States</li> <li>• Analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States</li> <li>• Describe the impact of mass production, specialization, and division of labor on the economic growth of the United States</li> <li>• Explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States</li> </ul>	<b>5.13 A-E</b>	<p><b>Level 3:</b></p> <p>R1, R2, R3, R5, R6, R7, E1, E2, E3, E5, E6, E7, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR1, FR2, FR3, FR4, FR5, FR6, FR9, FR12, FR16, A9, A10, A12, A13, A14, A15, A16, A17</p> <p><b>Level 2:</b></p> <p>R1, R2, R3, R7, R8, R9, R10, R11, E1, E2, E3, E5, E6, E7, E8, E9, E10, S1, S2, S3, FR6, FR9, FR12, A9, A10, A12, A13, A14</p>
<b>PK-4</b>	<ul style="list-style-type: none"> <li>• TEKS not yet applicable to these grade levels</li> </ul>		<p><b>Level 1:</b></p> <p>R2, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR9, FR10, FR11, FR13, A1, A2, A3, A4</p>

## Prerequisite Vertical Alignment: Development and Operation of Economics

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>5</b>	<ul style="list-style-type: none"> <li>• Explain the economic patterns of early European colonists</li> <li>• Identify major industries of colonial America</li> <li>• Describe the development of the free enterprise system in colonial America and the United States</li> <li>• Describe how the free enterprise system works in the United States</li> <li>• Give examples of the benefits of the free enterprise system in the United States</li> <li>• Explain how supply and demand affects consumers in the United States</li> <li>• Evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States</li> </ul>	<b>5.10 A-B; 5.11 A-C; 5.12 A-B</b>	<p><b>Level 3:</b></p> <p>R1, R2, R3, R5, R6, R7, E1, E2, E3, E5, E6, E7, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR1, FR2, FR3, FR4, FR5, FR6, FR9, FR12, FR16, A9, A10, A12, A13, A14, A15, A16, A17</p> <p><b>Level 2:</b></p> <p>R1, R2, R3, R7, R8, R9, R10, R11, E1, E2, E3, E5, E6, E7, E8, E9, E10, S1, S2, S3, FR6, FR9, FR12, A9, A10, A12, A13, A14</p> <p><b>Level 1:</b></p> <p>R2, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR9, FR10, FR11, FR13, A1, A2, A3, A4</p>
<b>4</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Explain the economic activities early immigrants to Texas used to meet their needs and wants</li> <li>• Describe the development of the free enterprise system in Texas</li> <li>• Describe how the free enterprise system works, including supply and demand</li> <li>• Give examples of the benefits of the free enterprise system such as choice and opportunity</li> <li>• Explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services</li> <li>• Explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas</li> <li>• Analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas</li> <li>• Describe the impact of mass production, specialization, and division of labor on the economic growth of Texas</li> <li>• Explain how developments in transportation and communication have influenced economic activities in Texas</li> <li>• Explain the impact of American ideals about progress and equality of opportunity on the economic development and growth of Texas</li> </ul>	<b>4.10 A-B; 4.11 A-C; 4.12 A-F</b>	
<b>PK-3</b>	<ul style="list-style-type: none"> <li>• TEKS not yet applicable to these grade levels</li> </ul>		

Prerequisite Vertical Alignment: Global Trade and Economic Interdependence			
Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5	<ul style="list-style-type: none"> <li>TEKS not yet applicable to these grade levels</li> </ul>		<p><b>Level 3:</b></p> <p>R1, R2, R3, R5, R6, R7, E1, E2, E3, E5, E6, E7, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR1, FR2, FR3, FR4, FR5, FR6, FR9, FR12, FR16</p>
4	<ul style="list-style-type: none"> <li>Identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world</li> <li>Identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world</li> <li>Explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world</li> </ul>	4	<p><b>Level 2:</b></p> <p>R1, R2, R3, R7, R8, R9, R10, R11, E1, E2, E3, E5, E6, E7, E8, E9, E10, S1, S2, S3, FR6, FR9, FR12</p>
PK-3	<ul style="list-style-type: none"> <li>TEKS not yet applicable to these grade levels</li> </ul>		<p><b>Level 1:</b></p> <p>R2, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR9, FR10, FR11, FR13</p>

## Social Studies Area of Focus: Government and Citizenship

**Government:** The student understands how people organized governments in different ways during the early development of Texas (4.14). The student understands the organization of governments in colonial America (5.14). The student understands the framework of government created by the U.S. Constitution of 1787 (5.16). The student understands important ideas in historical documents at various levels of government (3.10). The student understands important ideas in historical documents of Texas and the United States (4.15). The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (5.15).

**Citizenship Skills:** The student begins to understand important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity (Pre-K.VII.D).

**Citizenship:** The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity (K.10). The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity (1.14). The student identifies customs, symbols, and celebrations that represent American beliefs and principles that contribute to our national identity (2.14). The student understands important customs, symbols, and celebrations of Texas (4.16). The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity (5.17). The student understands characteristics of good citizenship as exemplified by historical figures and other individuals (1.13; 2.13). The student understands characteristics of good citizenship as exemplified by historical and contemporary figures (3.11). The student understands the importance of active individual participation in the democratic process (4.17). The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution (5.20). The student understands the impact of individual and group decisions on communities in a constitutional republic (3.12). The student understands the importance of effective leadership in a constitutional republic (4.18; 5.19; 8.22; US23). The student understands the importance of individual participation in the democratic process at the local, state, and national levels (5.18).

<p><b>Aligned Essence Statements</b></p>	<p><b>Recognizes the ideas and principles reflected in historic documents important to U.S. history (8.15);</b>  <b>Recognizes how the U.S. Constitution may be amended and the impact of selected constitutional amendments (8.16);</b>  <b>Recognizes the powers of the national and states governments under the U.S. federal system (8.17);</b>  <b>Recognizes the importance of effective leadership and the contributions of significant leaders of the United States (8.22)</b></p>
<p><b>Reporting Category</b></p>	<p><b>Category 3: Government and citizenship is not on STAR until grade 8</b></p>

## Prerequisite Vertical Alignment: Structure and Functions of Government

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>4-5</b>	<ul style="list-style-type: none"> <li>TEKS not yet applicable to these grade levels</li> </ul>		<b>Level 3:</b>
<b>3</b>	<ul style="list-style-type: none"> <li>Describe the basic structure of government in the local community, state, and nation</li> <li>Identify local, state, and national government officials and explain how they are chosen</li> <li>Identify services commonly provided by local, state, and national governments</li> <li>Explain how local, state, and national government services are financed</li> </ul>	<b>3.9 A-D</b>	R1, R2, R3, R5, R6, R7, E1, E2, E3, E5, E6, E7, E8, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR1, FR2, FR3, FR4, FR5, FR6, FR9, FR10, FR12, FR16, A9, A10, A12, A13, A14, A15, A16, A17, P1, P2, P3
<b>2</b>	<ul style="list-style-type: none"> <li>Identify functions of government such as establishing order, providing security, and managing conflict</li> <li>Identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community</li> <li>Describe how governments tax citizens to pay for services</li> <li>Name current public officials, including mayor, governor, and president</li> <li>Compare the roles of public officials, including mayor, governor, and president</li> <li>Identify ways that public officials are selected, including election and appointment to office</li> <li>Identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions</li> </ul>	<b>2.11 A-C; 2.12 A-D</b>	<b>Level 2:</b> R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, E1, E2, E3, E4, E5, E6, E7, E8, E9, E10, E11, S1, S2, S3, FR6, FR9, FR10, FR12, A9, A10, A11, A12, A13, A14, P1, P2, P3, P4, P5  <b>Level 1:</b> R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR9, FR10, FR11, FR12, FR13, A1, A2, A3, A4, P1, P2, P3, P4
<b>1</b>	<ul style="list-style-type: none"> <li>Explain the purpose for rules and laws in the home, school, and community</li> <li>Identify rules and laws that establish order, provide security, and manage conflict</li> <li>Identify the responsibilities of authority figures in the home, school, and community</li> <li>Identify and describe the roles of public officials in the community, state, and nation</li> <li>Identify and describe the role of a good citizen in maintaining a constitutional republic</li> </ul>	<b>1.11 A-B; 1.12 A-C</b>	
<b>K</b>	<ul style="list-style-type: none"> <li>Identify purposes for having rules</li> <li>Identify rules that provide order, security, and safety in the home and school</li> <li>Identify authority figures in the home, school, and community</li> <li>Explain how authority figures make and enforce rules</li> </ul>	<b>K.8 A-B; K.9 A-B</b>	
<b>PK</b>	<ul style="list-style-type: none"> <li>Assume various roles and responsibilities as part of a classroom community</li> </ul>	<b>PK.I.C.2</b>	

## Prerequisite Vertical Alignment: Political and Legal Systems

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>5</b>	<ul style="list-style-type: none"> <li>• Identify and compare the systems of government of early European colonists, including representative government and monarchy</li> <li>• Identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses</li> <li>• Identify the key elements and the purposes and explain the importance of the Declaration of Independence</li> <li>• Explain the purposes of the U.S. Constitution as identified in the Preamble</li> <li>• Explain the reasons for the creation of the Bill of Rights and its importance</li> <li>• Identify and explain the basic functions of the three branches of government</li> <li>• Describe and identify the reasons for the system of checks and balances outlined in the U.S. Constitution</li> <li>• Distinguish between national and state governments and compare their responsibilities in the U.S. federal system</li> </ul>	<b>5.14 A-B; 5.15 A-C; 5.16 A-C</b>	<p><b>Level 3:</b></p> <p>R1, R2, R3, R5, R6, R7, E1, E2, E3, E5, E6, E7, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR5, FR6, FR16, A9, A10, A12, A13, A14, A15, A16, A17</p> <p><b>Level 2:</b></p> <p>R1, R2, R3, R7, R8, R9, R10, R11, E1, E2, E3, E5, E6, E7, E8, E9, E10, S1, S2, S3, FR6, FR9, FR12, A9, A10, A12, A13, A14</p> <p><b>Level 1:</b></p>
<b>4</b>	<ul style="list-style-type: none"> <li>• Compare how various American Indian groups such as the Caddo and the Comanche governed themselves</li> <li>• Identify and compare characteristics of the Spanish colonial government and the early Mexican governments and their influence on inhabitants of Texas</li> </ul>	<b>4.14 A-B</b>	<p>R2, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR9, FR10, FR11, FR13, A1, A2, A3, A4</p>
<b>PK-3</b>	<ul style="list-style-type: none"> <li>• TEKS not yet applicable to these grade levels</li> </ul>		

## Prerequisite Vertical Alignment: Historical Documents

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>5</b>	<ul style="list-style-type: none"> <li>TEKS not yet applicable to these grade levels</li> </ul>		<p><b>Level 3:</b></p> <p>R1, R2, R3, R5, R6, R7, E1, E2, E3, E5, E6, E7, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR5, FR6, FR16, A9, A10, A12, A13, A14, A15, A16, A17</p> <p><b>Level 2:</b></p> <p>R1, R2, R3, R7, R8, R9, R10, R11, E1, E2, E3, E5, E6, E7, E8, E9, E10, S1, S2, S3, FR6, FR9, FR12, A9, A10, A12, A13, A14</p> <p><b>Level 1:</b></p> <p>R2, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR9, FR10, FR11, FR13, A1, A2, A3, A4</p>
<b>4</b>	<ul style="list-style-type: none"> <li>Identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and other documents such as the Meusebach-Comanche Treaty</li> <li>Identify and explain the basic functions of the three branches of government according to the Texas Constitution</li> <li>Identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week)</li> </ul>	<b>4.15 A-C</b>	
<b>3</b>	<ul style="list-style-type: none"> <li>Identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights</li> <li>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</li> </ul>	<b>3.10 A-B</b>	
<b>PK-2</b>	<ul style="list-style-type: none"> <li>TEKS not yet applicable to these grade levels</li> </ul>		



## Prerequisite Vertical Alignment: Symbols, Customs, and Celebrations Contributing to National Identity

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>5</b>	<ul style="list-style-type: none"> <li>Explain various patriotic symbols, including Uncle Sam, and political symbols such as the donkey and elephant</li> <li>Sing or recite “The Star-Spangled Banner” and explain its history</li> <li>Recite and explain the meaning of the Pledge of Allegiance to the United States Flag</li> <li>Describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day</li> <li>Explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore</li> </ul>	<b>5.17 A-E</b>	<p><b>Level 3:</b> R1, R2, R3, R5, R6, R7, E1, E2, E3, E5, E6, E7, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR5, FR6, FR16 P1, P2, P3</p> <p><b>Level 2:</b> R1, R2, R4, R7, R8, R9, R10, R11, E1, E2, E3, E5, E6, E7, E8, E9, E10, S1, S2, S3, FR6, FR9, FR12, P1, P2, P3, P4, P5</p> <p><b>Level 1:</b> R2, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR10, FR11, FR13, A3, A3, P1, P2, P3, P4</p>
<b>4</b>	<ul style="list-style-type: none"> <li>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</li> <li>Sing or recite “Texas, Our Texas”</li> <li>Recite and explain the meaning of the Pledge to the Texas Flag</li> <li>Describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth</li> </ul>	<b>4.16 A-D</b>	
<b>3</b>	<ul style="list-style-type: none"> <li>TEKS not yet applicable to these grade levels</li> </ul>		
<b>2</b>	<ul style="list-style-type: none"> <li>Recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag</li> <li>Identify selected patriotic songs, including “The Star-Spangled Banner” and “America the Beautiful”</li> <li>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</li> <li>Identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom</li> </ul>	<b>2.14 A-D</b>	

## Prerequisite Vertical Alignment: Symbols, Customs, and Celebrations Contributing to National Identity

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>1</b>	<ul style="list-style-type: none"> <li>• Explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo</li> <li>• Recite and explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag</li> <li>• Identify anthems and mottos of Texas and the United States</li> <li>• Explain and practice voting as a way of making choices and decisions</li> <li>• Explain how patriotic customs and celebrations reflect American individualism and freedom</li> <li>• Identify Constitution Day as a celebration of American freedom</li> </ul>	<b>1.14 A-F</b>	(See previous page)
<b>K</b>	<ul style="list-style-type: none"> <li>• Identify the flags of the United States and Texas</li> <li>• Recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag</li> <li>• Identify Constitution Day as a celebration of American freedom</li> <li>• Use voting as a method for group decision-making</li> </ul>	<b>K.10 A-D</b>	
<b>PK</b>	<ul style="list-style-type: none"> <li>• Identify flags of the United States and Texas</li> <li>• Recite the Pledge of Allegiance to the United States flag and the state flag and observe a moment of silence</li> <li>• Engage in voting as a method for group decision-making</li> </ul>	<b>PK.VII.D.1-3</b>	

## Prerequisite Vertical Alignment: Roles, Responsibilities, and Rights of Citizens

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>5</b>	<ul style="list-style-type: none"> <li>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</li> <li>Describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens</li> </ul>	<b>5.20 A-B</b>	<p><b>Level 3:</b></p> <p>R1, R2, R3, R5, R6, R7, E1, E2, E3, E5, E6, E7, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR5, FR6, FR16, A9, A10, A12, A13, A14, A15, A16, A17, P1, P2, P3</p>
<b>4</b>	<ul style="list-style-type: none"> <li>Identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll</li> <li>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</li> <li>Explain the duty of the individual in state and local elections such as being informed and voting</li> <li>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</li> <li>Explain how to contact elected and appointed leaders in state and local governments</li> </ul>	<b>4.17 A-E</b>	<p><b>Level 2:</b></p> <p>R1, R2, R3, R4, R7, R8, R9, R10, R11, E1, E2, E3, E4, E5, E6, E7, E8, E9, E10, S1, S2, S3, FR6, FR9, FR12, A9, A10, A11, A12, A13, A14, P1, P2, P3, P4, P5</p> <p><b>Level 1:</b></p> <p>R2, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR9, FR10, FR11, FR12, FR13, A1, A2, A3, A4, P1, P2, P3, P4</p>
<b>3</b>	<ul style="list-style-type: none"> <li>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</li> <li>Identify historical figures such as Helen Keller and Clara Barton, contemporary figures such as Ruby Bridges, and military and first responders who exemplify good citizenship</li> <li>Identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting</li> </ul>	<b>3.11 A-C</b>	

## Prerequisite Vertical Alignment: Roles, Responsibilities, and Rights of Citizens

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>2</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Identify historical figures such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth who have exemplified good citizenship</li> <li>• Identify other individuals who exemplify good citizenship</li> <li>• Identify ways to actively practice good citizenship, including involvement in community service</li> </ul>	<b>2.13 A-D</b>	(See previous page)
<b>1</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship</li> <li>• Identify other individuals who exemplify good citizenship</li> </ul>	<b>1.13 A-C</b>	
<b>PK-K</b>	<ul style="list-style-type: none"> <li>• TEKS not yet applicable to these grade levels</li> </ul>		

## Prerequisite Vertical Alignment: Leadership

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5	<ul style="list-style-type: none"> <li>• Explain the contributions of the Founding Fathers to the development of the national government</li> <li>• Identify past and present leaders in the national government, including the president and various members of Congress, and their political parties</li> <li>• Identify and compare leadership qualities of national leaders, past and present</li> </ul>	<b>5.19 A-C</b>	<p><b>Level 3:</b> R1, R2, R3, R5, R6, R7, E1, E2, E3, E5, E6, E7, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR5, FR6, FR16</p>
4	<ul style="list-style-type: none"> <li>• Identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States</li> <li>• Identify leadership qualities of state and local leaders, past and present</li> </ul>	<b>4.18 A-B</b>	<p><b>Level 2:</b> R1, R2, R4, R7, R8, R9, R10, R11, E1, E2, E3, E5, E6, E7, E8, E9, E10, S1, S2, S3, FR6, FR9, FR12</p>
PK-3	<ul style="list-style-type: none"> <li>• TEKS not yet applicable to these grade levels</li> </ul>		<p><b>Level 1:</b> R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR9, FR10, FR11, FR13</p>

## Prerequisite Vertical Alignment: Civic Participation

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>5</b>	<ul style="list-style-type: none"> <li>Explain the duty individuals have to participate in civic affairs at the local, state, and national levels</li> <li>Explain how to contact elected and appointed leaders in local, state, and national governments</li> </ul>	<b>5.18 A-B</b>	<p><b>Level 3:</b> R1, R2, R3, R5, R6, R7, E1, E2, E3, E5, E6, E7, E8, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR5, FR6, FR16</p>
<b>4</b>	<ul style="list-style-type: none"> <li>TEKS not yet applicable to these grade levels</li> </ul>		<p><b>Level 2:</b> R1, R2, R4, R7, R8, R9, R10, R11, E1, E2, E3, E5, E6, E7, E8, E9, E10, S1, S2, S3, FR6, FR9, FR12</p>
<b>3</b>	<ul style="list-style-type: none"> <li>Give examples of community changes that result from individual or group decisions</li> <li>Identify examples of actions individuals and groups can take to improve the community</li> <li>Identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good</li> </ul>	<b>3.12 A-C</b>	<p><b>Level 1:</b> R2, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR11, FR13</p>
<b>PK-K</b>	<ul style="list-style-type: none"> <li>TEKS not yet applicable to these grade levels</li> </ul>		

## Social Studies Area of Focus: Geography and Culture

**Geography Skills:** The student uses directions to locate their relative position in space and to locate their home and school in their community (Pre-K.VII.C). The student understands the concept of location (K.4). The student understands the relative location of places (1.4). The student understands the purpose of maps and globes (1.5). The student uses simple geographic tools such as maps and globes (2.5). The student understands the concepts of location, distance, and direction on maps and globes (3.5). The student uses geographic tools to collect, analyze, and interpret data (4.6; 5.6). The student understands how humans use and modify the physical environment (2.8). The student understands how humans adapt to variations in the physical environment (3.4). The student understands how people adapt to and modify their environment (4.9; 5.9). The student understands how physical characteristics of places and regions affect people’s activities and settlement patterns (2.7). The student understands the location and patterns of settlement and the geographic factors that influence where people live (4.8). The student understands the location and patterns of settlement and the geographic factors that influence where people live (5.8). The student understands physical and human characteristics of place (K.5). The student understands various physical and human characteristics (1.6). The student understands the locations and characteristics of places and regions in the community, state, and nation (2.6). The student understands the concept of regions (4.7). The student understands the concept of regions in the United States (5.7).

**Self-Concept Skills:** The student begins to generate multiple answers to the question “Who am I?” which is an essential aspect of becoming competent in related areas such as self-control and social/friendship skills (Pre-K.I.A).

**Social Awareness Skills:** The student will begin to learn with adult guidance how to operate socially with others (Pre-K.I.D).

**People, Past and Present Skills:** The student begins to understand past events and how these events relate to their cultural background as well as present and future activities, demonstrating evidence of their growing understanding of time, change, culture, and continuity (Pre-K.VII.A).

**Culture:** The student understands similarities and differences among people (K.11). The student understands the importance of family customs and traditions (K.12). The student understands the importance of family and community beliefs, customs, language, and traditions (1.15). The student understands ethnic and/or cultural celebrations (2.16). The student understands ethnic and/or cultural celebrations of the local community and other communities (3.13). The student understands the contributions of people of various racial, ethnic, and religious groups to Texas (4.19). The student understands the contributions of people of various racial, ethnic, and religious groups to the United States (5.22). The student understands the role of heroes in shaping the culture of communities, the state, and the nation (3.14). The student understands the significance of works of art in the local community (2.15). The student understands the importance of writers and artists to the cultural heritage of communities (3.15). The student understands the relationship between the arts and the times during which they were created (5.21; 8.26; US24).

<p><b>Aligned Essence Statements</b></p>	<p><b>Recognizes the development and impact of reform movements (8.11);</b>  <b>Recognizes the development and impact of reform movements (8.23);</b>  <b>Recognizes the development and impact of reform movements (8.24)</b></p>
<p><b>Reporting Category</b></p>	<p><b>Category 2: Geography and culture is not on STAAR until grade 8</b></p>

## Prerequisite Vertical Alignment: Geographic Location Using Tools

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5	<ul style="list-style-type: none"> <li>Apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps</li> <li>Translate geographic data into a variety of formats such as raw data to graphs and maps</li> </ul>	5.6 A-B	<p><b>Level 3:</b> R1, R2, R3, R5, R6, R7, E1, E2, E3, E5, E6, E7, E8, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR1, FR2, FR3, FR4, FR5, FR6, FR16, A1, A2, A3, A4, A8, A9, A10, A12, A13, A14, A15, A16, A17</p> <p><b>Level 2:</b> R1, R2, R4, R5, R6, R7, R8, R9, R10, R11, E1, E2, E3, E5, E6, E7, E8, E9, E10, E11, S1, S2, S3, FR1, FR2, FR3, FR4, FR5, FR6, FR12, A1, A2, A3, A4, A5, A6, A7, A8, A11, A12, A13, A14</p> <p><b>Level 1:</b> R2, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR1, FR2, FR3, FR8, FR9, FR10, FR11, FR13, A1, A2, A3, A4</p>
4	<ul style="list-style-type: none"> <li>Apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps</li> <li>Translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps</li> </ul>	4.6 A-B	
3	<ul style="list-style-type: none"> <li>Use cardinal and intermediate directions to locate places on maps and globes such as the Rocky Mountains, the Mississippi River, and Austin, TX in relation to the local community</li> <li>Use a scale to determine the distance between places on maps and globes</li> <li>Identify and use the compass rose, grid system, and symbols to locate places on maps and globes</li> <li>Create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system</li> </ul>	3.5 A-D	
2	<ul style="list-style-type: none"> <li>Interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys</li> <li>Create maps to show places and routes within the home, school, and community</li> </ul>	2.5 A-B	
1	<ul style="list-style-type: none"> <li>Locate places using the four cardinal directions</li> <li>Describe the location of self and objects relative to other locations in the classroom and school</li> <li>Create and use simple maps such as maps of the home, classroom, school, and community</li> <li>Locate the community, Texas, and the United States on maps and globes</li> </ul>	1.4 A-B; 1.5 A-B	
K	<ul style="list-style-type: none"> <li>Use terms, including over, under, near, far, left, and right, to describe relative location</li> <li>Locate places on the school campus and describe their relative locations</li> <li>Identify tools that aid in determining location, including maps and globes</li> </ul>	K. 4 A-C	
PK	<ul style="list-style-type: none"> <li>Identify and create common features in the natural environment</li> </ul>	PK.VII.C.1	



## Prerequisite Vertical Alignment: Relationships Between People and Physical Environments

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>5</b>	<ul style="list-style-type: none"> <li>Describe how and 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</li> <li>Analyze the positive and negative consequences of human modification of the environment in the United States, past and present</li> </ul>	<b>5.9 A-B</b>	<p><b>Level 3:</b></p> <p>R1, R2, R3, R5, R6, R7, E1, E2, E3, E5, E6, E7, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR5, FR6, FR9, FR16</p>
<b>4</b>	<ul style="list-style-type: none"> <li>Describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams</li> <li>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, facilitate transportation, and enhance recreational activities</li> <li>Compare the positive and negative consequences of human modification of the environment in Texas, past and present, both governmental and private, such as economic development and the impact on habitats and wildlife as well as air and water quality</li> </ul>	<b>4.9 A-C</b>	<p><b>Level 2:</b></p> <p>R1, R2, R4, R7, R8, R9, R10, R11, E1, E2, E3, E5, E6, E7, E8, E9, E10, S1, S2, S3, FR6, FR9, FR12</p> <p><b>Level 1:</b></p> <p>R2, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR9, FR10, FR11, FR12, FR13</p>
<b>3</b>	<ul style="list-style-type: none"> <li>Describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards</li> <li>Identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains</li> <li>Describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape</li> <li>Describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape</li> <li>Identify and compare the human characteristics of various regions</li> </ul>	<b>3.4 A-E</b>	
<b>2</b>	<ul style="list-style-type: none"> <li>Identify ways in which people have modified the physical environment such as building roads, clearing land for urban development and agricultural use, and drilling for oil</li> <li>Identify positive and negative consequences of human modification of the physical environment such as the use of irrigation to improve crop yields</li> <li>Identify ways people can conserve and replenish natural resources</li> </ul>	<b>2.8 A-C</b>	
<b>PK-1</b>	<ul style="list-style-type: none"> <li>TEKS not yet applicable to these grade levels</li> </ul>		

## Prerequisite Vertical Alignment: Population and Settlement Patterns

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>5</b>	<ul style="list-style-type: none"> <li>Identify and describe the types of settlement and patterns of land use in the United States</li> <li>Explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present</li> <li>Analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present</li> </ul>	<b>5.8 A-C</b>	<p><b>Level 3:</b></p> <p>R1, R2, R3, R5, R6, R7, E1, E2, E3, E5, E6, E7, E8, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR5, FR6, FR9, FR16, P1, P2, P3</p>
<b>4</b>	<ul style="list-style-type: none"> <li>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</li> <li>Describe and explain the location and distribution of various towns and cities in Texas, past and present</li> <li>Explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present</li> </ul>	<b>4.8 A-C</b>	<p><b>Level 2:</b></p> <p>R1, R2, R4, R7, R8, R9, R10, R11, E1, E2, E3, E5, E6, E7, E8, E9, E10, S1, S2, S3, FR6, FR9, FR12, A9, A10, A11, A12, A13, A14</p> <p><b>Level 1:</b></p> <p>R2, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR10, FR11, FR13, A1, A2, A3, A4</p>
<b>3</b>	<ul style="list-style-type: none"> <li>TEKS not yet applicable to these grade levels</li> </ul>		
<b>2</b>	<ul style="list-style-type: none"> <li>Describe how weather patterns and seasonal patterns affect activities and settlement patterns</li> <li>Describe how natural resources and natural hazards affect activities and settlement patterns</li> <li>Explain how people depend on the physical environment and natural resources to meet basic needs</li> <li>Identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns</li> </ul>	<b>2.7 A-D</b>	
<b>PK-1</b>	<ul style="list-style-type: none"> <li>TEKS not yet applicable to these grade levels</li> </ul>		

## Prerequisite Vertical Alignment: Characteristics of Places and Regions

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>5</b>	<ul style="list-style-type: none"> <li>Describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity</li> <li>Describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains</li> <li>Locate on a map important political features such as the ten largest urban areas in the United States, the 50 states and their capitals, and regions such as the Northeast, the Midwest, and the Southwest</li> <li>Locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains</li> </ul>	<b>5.7 A-D</b>	<p><b>Level 3:</b></p> <p>R1, R2, R3, R5, R6, R7, E1, E2, E3, E5, E6, E7, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR5, FR6, FR9, FR16, A9, A10, A12, A13, A14, A15, A16, A17</p> <p><b>Level 2:</b></p> <p>R1, R2, R4, R5, R6, R7, R8, R9, R10, R11, E1, E2, E3, E5, E6, E7, E8, E9, E10, S1, S2, S3, FR6, FR9, FR12, A9, A10, A11, A12, A13, A14</p> <p><b>Level 1:</b></p> <p>R2, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR9, FR10, FR11, FR12, FR13, A1, A2, A3, A4</p>
<b>4</b>	<ul style="list-style-type: none"> <li>Describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity</li> <li>Identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate, and vegetation</li> <li>Compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) with regions of the United States and other parts of the world</li> </ul>	<b>4.7 A-C</b>	
<b>3</b>	<ul style="list-style-type: none"> <li>Use cardinal and intermediate directions to locate places on maps and globes such as the Rocky Mountains, the Mississippi River, and Austin, TX in relation to the local community</li> <li>Use a scale to determine the distance between places on maps and globes</li> <li>Identify and use the compass rose, grid system, and symbols to locate places on maps and globes</li> <li>Create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system</li> </ul>	<b>3.5 A-D</b>	
<b>2</b>	<ul style="list-style-type: none"> <li>Identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes</li> <li>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</li> <li>Examine information from various sources about places and regions</li> </ul>	<b>2.6 A-C</b>	

## Prerequisite Vertical Alignment: Characteristics of Places and Regions

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>1</b>	<ul style="list-style-type: none"> <li>• Identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather</li> <li>• Identify examples of and uses for natural resources in the community, state, and nation</li> <li>• Identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location</li> </ul>	<b>1.6 A-C</b>	(See previous page)
<b>K</b>	<ul style="list-style-type: none"> <li>• Identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather</li> <li>• Identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location</li> </ul>	<b>K.5 A-B</b>	
<b>PK</b>	<ul style="list-style-type: none"> <li>• TEKS not yet applicable to these grade levels</li> </ul>		

## Prerequisite Vertical Alignment: Impact of Diversity

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5	<ul style="list-style-type: none"> <li>Identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States</li> <li>Describe customs and traditions of various racial, ethnic, and religious groups in the United States</li> <li>Summarize the contributions of people of various racial, ethnic, and religious groups to our national identity</li> </ul>	5.22 A-C	<p><b>Level 3:</b></p> <p>R1, R2, R3, R5, R6, R7, E1, E2, E3, E5, E6, E7, E8, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR1, FR2, FR3, FR4, FR5, FR6, FR9, FR12, FR16, A9, A10, A12, A13, A14, A15, A16, A17, P1, P2, P3</p>
4	<ul style="list-style-type: none"> <li>Identify the similarities and differences among various racial, ethnic, and religious groups in Texas</li> <li>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</li> <li>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</li> </ul>	4.19 A-C	<p><b>Level 2:</b></p> <p>R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, E1, E2, E3, E4, E5, E6, E7, E8, E9, E10, E11, S1, S2, S3, FR6, FR9, FR12, A9, A10, A11, A12, A13, A14, P1, P2, P3, P4, P5</p>
3	<ul style="list-style-type: none"> <li>Explain the significance of various ethnic and/or cultural celebrations in the local community and other communities</li> <li>Compare ethnic and/or cultural celebrations in the local community with other communities</li> </ul>	3.13 A-B	<p><b>Level 1:</b></p> <p>R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR9, FR10, FR11, FR12, FR13, A1, A2, A3, A4, P1, P2, P3, P4</p>
2	<ul style="list-style-type: none"> <li>Identify the significance of various ethnic and/or cultural celebrations</li> <li>Compare ethnic and/or cultural celebrations</li> </ul>	2.16 A-B	
1	<ul style="list-style-type: none"> <li>Describe and explain the importance of various beliefs, customs, language, and traditions of families and communities</li> <li>Explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities</li> </ul>	1.15 A-B	
K	<ul style="list-style-type: none"> <li>Identify similarities and differences among people such as kinship, laws, and religion</li> <li>Identify similarities and differences among people such as music, clothing, and food</li> <li>Describe and explain the importance of family customs and traditions</li> <li>Compare family customs and traditions</li> </ul>	K.11 A-B; K.12 A-B	
PK	<ul style="list-style-type: none"> <li>Show self-awareness and express pride in age-appropriate abilities and skills</li> </ul>	PK.1.A.2	

## Prerequisite Vertical Alignment: Individuals and Groups Who Have Affected Culture

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
4-5	<ul style="list-style-type: none"> <li>TEKS not yet applicable to these grade levels</li> </ul>		<b>Level 3:</b> R1, R2, R3, R5, R6, R7, E1, E2, E3, E5, E6, E7, E8, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR5, FR6, FR16
3	<ul style="list-style-type: none"> <li>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</li> <li>Identify and analyze the heroic deeds of individuals, including military and first responders such as the Four Chaplains</li> </ul>	<b>3.14 A-B</b>	<b>Level 2:</b> R1, R2, R3, R4, R7, R8, R9, R10, R11, E1, E2, E3, E4, E5, E6, E7, E8, E9, E10, S1, S2, S3, FR6, FR9, FR12
PK-2	<ul style="list-style-type: none"> <li>TEKS not yet applicable to these grade levels</li> </ul>		<b>Level 1:</b> R2, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR11, FR13

## Prerequisite Vertical Alignment: The Arts in Society

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>5</b>	<ul style="list-style-type: none"> <li>Identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, “Yankee Doodle,” and “Paul Revere’s Ride”</li> <li>Explain how examples of art, music, and literature reflect the times during which they were created</li> </ul>	<b>5.21CA-B</b>	<p><b>Level 3:</b></p> <p>R1, R2, R3, R5, R6, R7, E1, E2, E3, E5, E6, E7, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR5, FR6, FR9, FR12, FR13, FR14, FR16</p>
<b>4</b>	<ul style="list-style-type: none"> <li>TEKS not yet applicable to these grade levels</li> </ul>		<p><b>Level 2:</b></p> <p>R1, R2, R3, R4, R7, R8, R9, R10, R11, E1, E2, E3, E4, E5, E6, E7, E8, E9, E10, S1, S2, S3, FR6, FR9, FR12</p>
<b>3</b>	<ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>	<b>3.15 A-B</b>	<p><b>Level 1:</b></p> <p>R2, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR9, FR10, FR11, FR12, FR13</p>
<b>2</b>	<ul style="list-style-type: none"> <li>Identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage</li> <li>Explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage</li> </ul>	<b>2.15 A-B</b>	
<b>PK-1</b>	<ul style="list-style-type: none"> <li>TEKS not yet applicable to these grade levels</li> </ul>		

## Social Studies Area of Focus: Science, Technology, and Society

**Science, Technology, and Society:** The student understands ways technology is used in the home and school and how technology affects people’s lives (K.13). The student understands how technology affects daily life, past and present (1.16). The student understands how science and technology have affected life, past and present (2.17). The student understands how individuals have created or invented new technology and affected life in various communities, past and present (3.16). The student understands the impact of science and technology on life in Texas (4.20). The student understands the impact of science and technology on society in the United States (5.23).

**Technology and Devices Skills:** The student will develop techniques for handling and controlling various devices, becoming increasingly confident and independent users of age-appropriate technologies (PreK.X.A).

**Social Studies Skills:** The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology (K.14; 1.17; 2.18; 3.17; 4.21; 5.24; US29). The student communicates in oral and visual forms (K.15). The student communicates in written, oral, and visual forms (1.18; 2.19; 3.18; 4.22; 5.25; 6.21; 7.22; 8.30; US29). The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings (K.16; 1.19; 2.20; 3.19; 4.23; 5.26)

<p><b>Aligned Essence Statements</b></p>	<p><b>Recognizes the development of different patterns of economic activity among various U.S. regions (8.12);</b>  <b>Recognizes the development of the free-enterprise system in the United States (8.14);</b>  <b>Recognizes the impact of scientific discoveries and technological innovation on the economic growth of the United States (8.27)</b></p>
<p><b>Reporting Category</b></p>	<p><b>Category 4: Science, technology, and society is not on STAAR until grade 8</b></p>



## Prerequisite Vertical Alignment: Impact of Science and Technology on Society

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>5</b>	<ul style="list-style-type: none"> <li>Identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong</li> <li>Identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program</li> <li>Explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States</li> <li>Predict how future scientific discoveries and technological innovations could affect society in the United States</li> </ul>	<b>5.23 A-D</b>	<p><b>Level 3:</b></p> <p>R1, R2, R3, R5, R6, R7, E1, E2, E3, E5, E6, E7, E8, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR5, FR6, FR9, FR12, FR16</p> <p><b>Level 2:</b></p> <p>R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, E1, E2, E3, E4, E5, E6, E7, E8, E9, E10, E11, S1, S2, S3, FR6, FR9, FR12</p>
<b>4</b>	<ul style="list-style-type: none"> <li>Describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas</li> <li>Predict how future scientific discoveries and technological innovations might affect life in Texas</li> </ul>	<b>4.20 B-C</b>	<p><b>Level 1:</b></p> <p>R2, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR9, FR10, FR11, FR13</p>
<b>3</b>	<ul style="list-style-type: none"> <li>Identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities</li> </ul>	<b>3.16 B</b>	
<b>2</b>	<ul style="list-style-type: none"> <li>Describe how science and technology change communication, transportation, and recreation</li> <li>Explain how science and technology change the ways in which people meet basic needs</li> </ul>	<b>2.17 A-B</b>	
<b>1</b>	<ul style="list-style-type: none"> <li>Describe how technology changes the ways families live</li> <li>Describe how technology changes communication, transportation, and recreation</li> <li>Describe how technology changes the way people work</li> </ul>	<b>1.16 A-C</b>	
<b>K</b>	<ul style="list-style-type: none"> <li>Identify examples of technology used in the home and school</li> <li>Describe how technology helps accomplish specific tasks and meet people's needs</li> <li>Describe how their life might be different without modern technology</li> </ul>	<b>K.13 A-C</b>	
<b>PK</b>	<ul style="list-style-type: none"> <li>TEKS not yet applicable to these grade levels</li> </ul>		

## Prerequisite Vertical Alignment: Notable Scientists and Individuals

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>5</b>	<ul style="list-style-type: none"> <li>Identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong</li> </ul>	<b>5.23 A</b>	<b>Level 3:</b> R1, R2, R3, R5, R6, R7, E1, E2, E3, E5, E6, E7, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR5, FR6, FR9, FR16
<b>4</b>	<ul style="list-style-type: none"> <li>Identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford, and their contributions</li> </ul>	<b>4.20 A</b>	<b>Level 2:</b>
<b>3</b>	<ul style="list-style-type: none"> <li>Identify scientists and inventors, including Jonas Salk, Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, and Louis Pasteur</li> </ul>	<b>3.16 A</b>	R1, R2, R3, R4, R7, R8, R9, R10, E1, E2, E3, E4, E5, E7, E8, E9, S1, S2, S3, FR6, FR12
<b>PK-2</b>	<ul style="list-style-type: none"> <li>TEKS not yet applicable to these grade levels</li> </ul>		<b>Level 1:</b> R2, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR9, FR10, FR11, FR13

## Prerequisite Vertical Alignment: Acquisition of Information Through a Variety of Sources

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>5</b>	<ul style="list-style-type: none"> <li>• Differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States</li> <li>• 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</li> <li>• Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</li> <li>• Identify different points of view about an issue, topic, or current event</li> <li>• Identify the historical context of an event</li> </ul>	<b>5.24 A-E</b>	<p><b>Level 3:</b></p> <p>R1, R2, R3, R5, R6, R7, E1, E2, E3, E5, E6, E7, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR1, FR2, FR3, FR4, FR5, FR6, FR9, FR12, FR16, A1, A2, A3, A4, A8, A9, A10, A12, A13, A14, A15, A16, A17, P1, P2, P3</p> <p><b>Level 2:</b></p> <p>R1, R2, R6, R7, R8, R9, R10, R11, E1, E2, E3, E5, E6, E7, E8, E9, E10, S1, S2, S3, FR6, FR9, FR12, A1, A2, A3, A4, A5, A6, A7, A8, A11, A12, A13, A14, P3, P4, P5</p> <p><b>Level 1:</b></p> <p>R2, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR9, FR10, FR11, FR12, FR13, A1, A2, A3, A4, P1, P3, P4</p>
<b>4</b>	<ul style="list-style-type: none"> <li>• Differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas</li> <li>• 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</li> <li>• Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</li> <li>• Identify different points of view about an issue, topic, historical event, or current event</li> <li>• Use appropriate mathematical skills to interpret social studies information such as maps and graphs</li> </ul>	<b>4.21 A-E</b>	<p><b>Level 1:</b></p> <p>R2, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR9, FR10, FR11, FR12, FR13, A1, A2, A3, A4, P1, P3, P4</p>
<b>3</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Sequence and categorize information</li> <li>• Interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting</li> <li>• Use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information</li> <li>• Interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</li> <li>• Use appropriate mathematical skills to interpret social studies information such as maps and graphs</li> </ul>	<b>3.17 A-F</b>	

## Prerequisite Vertical Alignment: Acquisition of Information Through a Variety of Sources

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>2</b>	<ul style="list-style-type: none"> <li>• Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music</li> <li>• Obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts</li> <li>• Use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate information</li> <li>• Sequence and categorize information</li> <li>• Interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting</li> </ul>	<b>2.18 A-E</b>	(See previous page)
<b>1</b>	<ul style="list-style-type: none"> <li>• Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music</li> <li>• Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts</li> <li>• Sequence and categorize information</li> </ul>	<b>1.17 A-C</b>	
<b>K</b>	<ul style="list-style-type: none"> <li>• Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music</li> <li>• Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts</li> <li>• Sequence and categorize information</li> </ul>	<b>K.14 A-C</b>	
<b>PK</b>	<ul style="list-style-type: none"> <li>• Open and navigate through digital learning applications and programs</li> <li>• Use, operate, and name a variety of digital tools</li> <li>• Use technology to access appropriate information</li> </ul>	<b>PK.X.A.1-2; PK.X.A.4</b>	

## Prerequisite Vertical Alignment: Communication in a Variety of Forms

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>5</b>	<ul style="list-style-type: none"> <li>• Use social studies terminology correctly</li> <li>• Incorporate main and supporting ideas in verbal and written communication</li> <li>• Express ideas orally based on research and experiences</li> <li>• Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</li> <li>• Use standard grammar, spelling, sentence structure, and punctuation</li> </ul>	<b>5.25 A-E</b>	<p><b>Level 3:</b></p> <p>R1, R2, R3, R5, R6, R7, E1, E2, E3, E5, E6, E7, E8, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR5, FR6, FR9, FR12, FR16, A1, A2, A3, A4, A8, A9, A10, A12, A13, A14, A15, A16, A17</p>
<b>4</b>	<ul style="list-style-type: none"> <li>• Use social studies terminology correctly</li> <li>• Incorporate main and supporting ideas in verbal and written communication</li> <li>• Express ideas orally based on research and experiences</li> <li>• Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</li> <li>• Use standard grammar, spelling, sentence structure, and punctuation</li> </ul>	<b>4.22 A-E</b>	<p><b>Level 2:</b></p> <p>R1, R2, R4, R5, R6, R7, R8, R9, R10, R11, E1, E2, E3, E5, E6, E7, E8, E9, E10, E11, S1, S2, S3, FR6, FR9, FR12, A1, A2, A3, A4, A5, A6, A7, A8, A11, A12, A13, A14</p> <p><b>Level 1:</b></p>
<b>3</b>	<ul style="list-style-type: none"> <li>• Express ideas orally based on knowledge and experiences</li> <li>• Use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas</li> <li>• Use standard grammar, spelling, sentence structure, and punctuation</li> </ul>	<b>3.18 A-C</b>	<p>R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR9, FR10, FR11, FR12, FR13, A1, A2, A3, A4</p>
<b>2</b>	<ul style="list-style-type: none"> <li>• Express ideas orally based on knowledge and experiences</li> <li>• Create written and visual material such as stories, poems, maps, and graphic organizers to express ideas</li> </ul>	<b>2.19 A-B</b>	
<b>1</b>	<ul style="list-style-type: none"> <li>• Express ideas orally based on knowledge and experiences</li> <li>• Create and interpret visual and written material</li> </ul>	<b>1.18 A-B</b>	
<b>K</b>	<ul style="list-style-type: none"> <li>• Express ideas orally based on knowledge and experiences</li> <li>• Create and interpret visuals, including pictures and maps</li> </ul>	<b>K.15 A-B</b>	
<b>PK</b>	<ul style="list-style-type: none"> <li>• TEKS not yet applicable to these grade levels</li> </ul>		

## Prerequisite Vertical Alignment: Problem-Solving, Decision-Making, and Independent Thinking Skills

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
5	<ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>	5.26 A-B	<p><b>Level 3:</b></p> <p>R1, R2, R3, R5, R6, R7, E1, E2, E3, E5, E6, E7, E8, E9, E10, E11, E12, E13, E14, E15, S1, S2, S3, FR1, FR2, FR3, FR4, FR5, FR6, FR9, FR12, FR16, A9, A10, A12, A13, A14, A15, A16, A17, P1, P2, P3</p>
4	<ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>	4.23 A-B	<p><b>Level 2:</b></p> <p>R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, E1, E2, E3, E4, E5, E6, E7, E8, E9, E10, E11, S1, S2, S3, FR6, FR9, FR12, A9, A10, A11, A12, A13, A14, P1, P2, P3, P4, P5</p>
3	<ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>	3.19 A-B	<p><b>Level 1:</b></p> <p>R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R14, E1, E2, E3, FR8, FR9, FR10, FR11, FR12, FR13, A1, A2, A3, A4, P1, P2, P3, P4</p>
2	<ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>	2.20 A-B	
1	<ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>	1.19 A-B	

## Prerequisite Vertical Alignment: Problem-Solving, Decision-Making, and Independent Thinking Skills

Grade Level	Prerequisite Skills	TEKS	STAR Curriculum Aligned Lessons
<b>K</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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 the decision</li> </ul>	<b>K.16 A-B</b>	(See previous page)
<b>PK</b>	<ul style="list-style-type: none"> <li>• TEKS not yet applicable to these grade levels</li> </ul>		