



## Interpret Maps

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Interpret Maps
<b>Extension</b>			<p>Create a map of the United States that includes labels for: Texas, 3 major Texas cities, Washington, D.C., New York, California, and Florida</p> <ul style="list-style-type: none"> <li>• labels for Canada, Mexico, Atlantic and Pacific Oceans, and the Gulf of Mexico</li> <li>• symbols locating a major mountain range, river, and forest area</li> <li>• title, legend/ map key, and compass</li> <li>• brief explanation of how this knowledge might help you</li> </ul>
<b>3.0</b> ★	2nd	2.4A	<ul style="list-style-type: none"> <li>• Locate and Label the 5 oceans and 7 continents on world map</li> </ul>
<b>2.5</b>		2.3 A 2.4 A	<ul style="list-style-type: none"> <li>• Interpret maps and globes to identify location of mountains, rivers, forests, and oceans</li> </ul>
<b>2.0</b>	1st	2.3A	<ul style="list-style-type: none"> <li>• Identify and use information on maps and globes using basic map elements (title, cardinal directions, and legend) to locate places</li> </ul>
<b>1.5</b>		2.3 A 2.4 A, B	<ul style="list-style-type: none"> <li>• Locate Washington, D.C., Canada and Mexico on maps and globes</li> </ul>
<b>1.0</b>		2.3 A 2.4 B	<ul style="list-style-type: none"> <li>• Locate community, Texas, and United States on maps and globes</li> </ul>
<b>0.5</b>			<ul style="list-style-type: none"> <li>• With help, a partial understanding of the 1.0 content</li> </ul>



## Identify Purposes of Government and Role of Public Officials

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Identify Purposes of Government and Role of Public Officials
<b>Extension</b>			Choose a public official. Discover if they were elected or appointed, which purpose(s) they provide, and at least two examples of his/her work in that role.
<b>3.0</b> ★	2nd	2.8A	<ul style="list-style-type: none"> <li>● Identify purposes of governments, including:                             <ul style="list-style-type: none"> <li>- establishing order</li> <li>- providing security</li> <li>- managing conflict</li> </ul> </li> </ul>
<b>2.5</b>			<ul style="list-style-type: none"> <li>● In addition to 2.0 content, partial knowledge or application of the 3.0 content</li> </ul>
<b>2.0</b>		2.9D	<ul style="list-style-type: none"> <li>● Identify ways citizens participate in their government through staying informed of what public officials are doing, including:                             <ul style="list-style-type: none"> <li>- staying informed of what public officials are doing;</li> <li>- providing input to them; and</li> <li>- volunteering to participate in government functions</li> </ul> </li> </ul>
<b>1.5</b>		2.9C	<ul style="list-style-type: none"> <li>● Identify ways that public officials are selected including election and appointment to office</li> </ul>
<b>1.0</b>		2.9C	<ul style="list-style-type: none"> <li>● Identify what is an election and what is an appointment</li> </ul>
<b>0.5</b>			<ul style="list-style-type: none"> <li>● With help, a partial understanding of the 1.0 content</li> </ul>



## Understand How People Modify the Physical Environment

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Understand How People Modify the Physical Environment
<b>Extension</b>			Compare two cities. Include comparisons of their weather, landforms, water, and natural resources. Also, compare their size and activities. Discuss and analyze ways people have modified the physical environment
<b>3.0</b> ★	3rd	2.5B	<ul style="list-style-type: none"> <li>Identify consequences of human modification of the physical environment.</li> </ul>
<b>2.5</b>		2.5A 2.18B	<ul style="list-style-type: none"> <li>Identify ways people have modified the physical environment (clearing land, building roads, using land for agriculture, and drilling for oil)</li> <li>Critical Thinking Skills: obtain information from a variety of valid sources</li> </ul>
<b>2.0</b>		2.5C	<ul style="list-style-type: none"> <li>Identify ways people can conserve and replenish Earth's resources</li> </ul>
<b>1.5</b>		2.4A, B	<ul style="list-style-type: none"> <li>Interpret maps to identify basic weather and natural hazards of places Interpret maps to identify Earth's resources</li> </ul>
<b>1.0</b>		2.4A	<ul style="list-style-type: none"> <li>Interpret maps to locate major landforms and bodies of water</li> </ul>
<b>0.5</b>		2.4A	<ul style="list-style-type: none"> <li>With help, a partial understanding of the 1.0 content</li> </ul>



## Understand That Work Provides Income to Make Purchases

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: Understand That Work Provides Income to Make Purchases
<b>Extension</b>			Develop a career plan that includes: <ul style="list-style-type: none"> <li>• the job the student wants</li> <li>• where the student wants to live</li> <li>• a map that indicates this location</li> <li>• a paragraph explaining how living in that location enables having that job</li> <li>• a paragraph explaining why the student wants that job</li> </ul>
<b>3.0</b> ★	4th	2.6A, B	<ul style="list-style-type: none"> <li>• Explain the choices U.S. citizens can make about earning, spending, and saving money, and where to live and work, because of the free-enterprise system</li> </ul>
<b>2.5</b>		2.6A, B	<ul style="list-style-type: none"> <li>• In addition to 2.0 content, partial knowledge or application of the 3.0 content</li> </ul>
<b>2.0</b>		2.6A, B	<ul style="list-style-type: none"> <li>• Identify examples of earning, spending, and saving money</li> <li>• Explain that jobs provide income to purchase goods and services</li> </ul>
<b>1.5</b>		2.6A, B	<ul style="list-style-type: none"> <li>• In addition to 1.0 content, partial knowledge or application of the 2.0 content</li> </ul>
<b>1.0</b>		2.6A, B	<ul style="list-style-type: none"> <li>• Identify examples of choices families make when buying goods and services</li> </ul>
<b>0.5</b>		2.6A, B	<ul style="list-style-type: none"> <li>• With help, a partial understanding of the 1.0 content</li> </ul>