

# First Grade



SAISD Social Studies Department

406 Barrera Street • San Antonio, Texas • 78210

# What Are The Texas Essential Knowledge and Skills (TEKS)?

## What Are The TEKS?

The Texas Essential Knowledge and Skills (or TEKS for short) is a list of what you need to know and what you should be able to do by the time you finish a course in any subject area. If you went to any school in the state of Texas since Kindergarten, your teachers were provided with the TEKS for what they were teaching.

## Why Are They Important?

It is important to know what the TEKS are so you know what is expected of you during the year. Also, since you are going to be assessed by a state exam (STAAR) this year, the TEKS let you know what information might be on the test.

## Where Can I Find Them?

The TEKS are posted on the Texas Education Agency's website found at <http://ritter.tea.state.tx.us/rules/tac/chapter113>. You can also search for them on the internet by using "U.S. History Since 1877 TEKS" as your keywords.

## How Do I Read Them?

At first glance, the TEKS for any subject look like an outline for a research paper.

(3) History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:

(A) analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism;

(B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business;

(C) analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists; and

(D) describe the optimism of the many immigrants who sought a better life in America.

How the TEKS look online

They appear like that because they are part of the Texas Education Code (TEC) and the Texas Administrative Code (TAC). In other words, they are part of state law.

# What Are The Texas Essential Knowledge and Skills (TEKS)?

## What Am I Looking At?

When you look at the TEKS, they seem complicated at first. However, when you first look at anything new, you tend to look at different pieces before understanding the big picture. For example, when you are shown a picture, most will look at the different details before determining whether or not you like the picture as a whole. Understanding the TEKS and what you need to know by the end of the year is like the same thing.

## What Are The Parts Of The TEKS?

Whether you are in science, social studies, math, language arts, band, or physical education, there are TEKS that outline what is to be taught. No matter which subject area, all TEKS have four basic parts.

### Part 1: The Strand

The strand is a group of TEKS that have a common theme or concept that they share. In social studies, there are eight different strands that the TEKS are classified by:

1. History - The people, places, and events
2. Geography - How people affect the planet, how people affect people, and how the planet affects people
3. Economics - How people/governments create/lose wealth
4. Government - How different types of governments are created, how they operate, and how they change over time
5. Citizenship - How people in different societies participate in government
6. Culture - How different societies live and interact with other societies
7. Science, Technology and Society - How advancements in technology, science, and medicine affect societies
8. Social Studies Skills - How to develop research, reading, thinking, writing, and communication skills

### Part 2: The Knowledge Statement

The knowledge statement is always the sentence that follows a number in the TEKS. The knowledge statement gives you the big idea or concept that has to be understood.

### Part 3: The Student Expectation

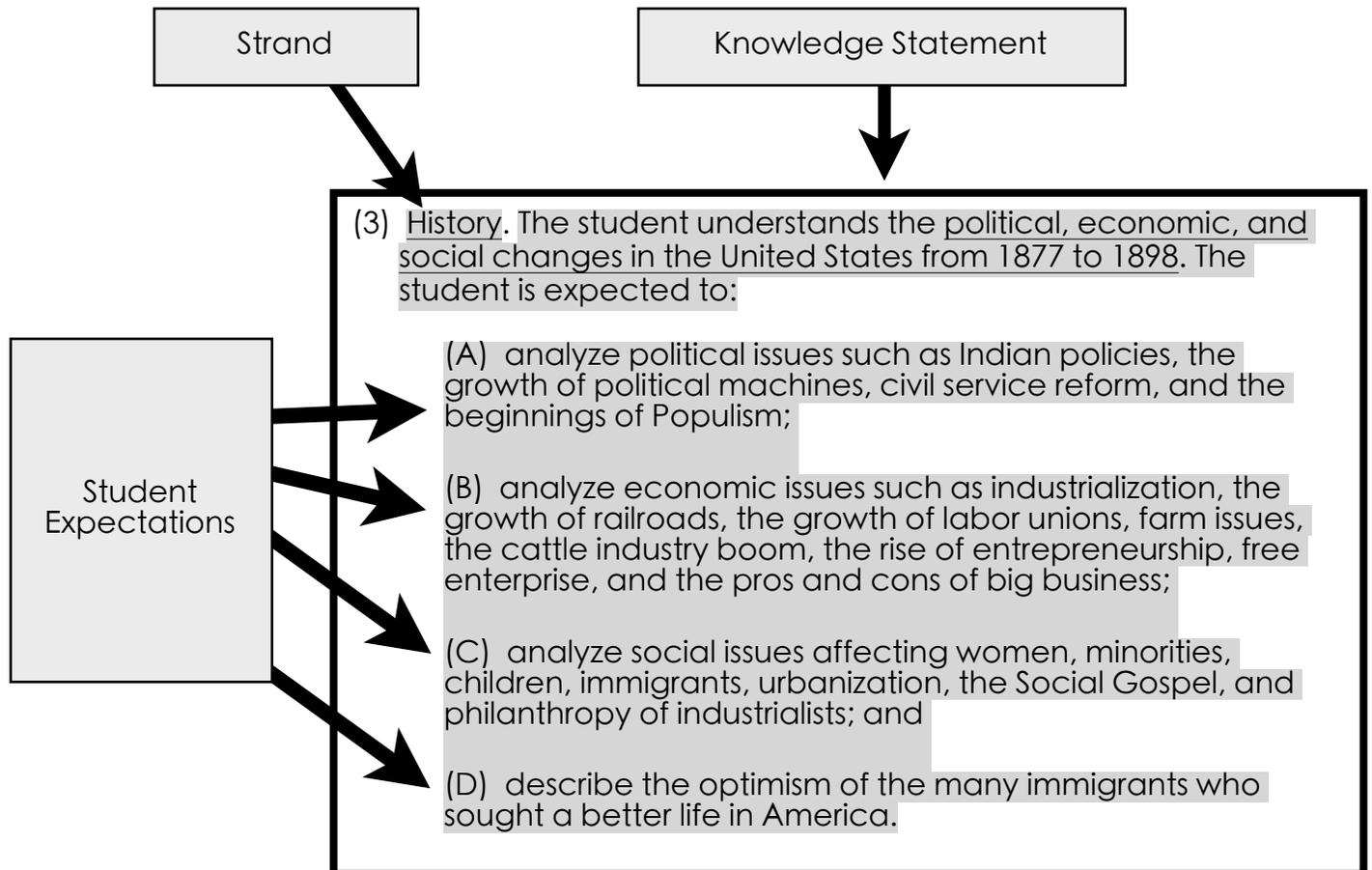
The student expectation is the part of the TEKS that always follow a letter in the TEKS. The student expectation tells you exactly what you need to know as it relates to the knowledge statement.

More importantly, student expectations are not just lists of stuff you have to memorize and repeat back. They tell you how much you have to understand something and how you are going to show how well you know it.

# What Are The Texas Essential Knowledge and Skills (TEKS)?

## So What Do I Do?

The important thing to remember when looking at the TEKS is understanding exactly what you need to know and how you can explain it back to someone else. Before going any further, let's take some time to break down a few of the TEKS for U.S. History for practice.



So, in our example above, the student expectations (A-D) belong in the HISTORY strand. Therefore, we know that the student expectations have to do with people, places, and events from the past. Also, we read the stem and we then find out that the student expectations (A-D) have something to do with the political, economic, and social changes in the United States during the years 1877-1898. Finally, we read the student expectations to find out what specific things we need to find out about and at what level do we need to understand them.

## What Are The Texas Essential Knowledge and Skills (TEKS)?

(3) History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:

(A) analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism;

(B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business;

(C) analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists; and

(D) describe the optimism of the many immigrants who sought a better life in America.

To take a deeper look, let's take one student expectation and make a sentence out of it:

(3) (A) The student is expected to analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism.

Now, break down the sentence into pieces:

- Students are expected to analyze the political issue of Indian Policies.
- Students are expected to analyze the political issue of the growth of political machines.
- Students are expected to analyze the political issue of civil service reform.
- Students are expected to analyze the political issue of the beginnings of Populism.

Keep in mind that the four items listed above are things that were going on from 1877-1898. (We know this from the Stem portion)

Notice that the word analyze is underlined in each of the sentences above. Another important feature of the student expectations is the verb. All student expectations have verbs and the state uses different verbs throughout the TEKS. The verbs are clues to how much you know about a certain topic.

Sometimes, the state expects you to identify (recall) something. Other times, the state wants you to analyze (examine what something means and understand why something is important) people, places, and events. Therefore, it is important to look at the entire sentence to find out not only the what you need to know but also the skills you need to show.

# What Are The Texas Essential Knowledge and Skills (TEKS)?

## Returning to Breaking It Down

Now we have examined one single student expectation, lets go back to it one more time to string together what we need to do.

The student is expected to analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism.

Now that we have defined what we have to know, we have to investigate political issues during the years between 1877 and 1898 and:

- Define political machines, Indian policies, growth of political machines, civil service reform, and the beginnings of Populism.
- Explain how political machines, Indian policies, growth of political machines, civil service reform, and the beginnings of Populism were political issues during 1877 through 1898.
- Analyze how political machines, Indian policies, growth of political machines, civil service reform, and the beginnings of Populism affected people and events politically during 1877 through 1898.

We have just examined one student expectation out of the 130 student expectations in U.S. History Since 1877.

## Putting All The Pieces Together:

If you examine the chart on Page 10, you will see the people, places, events and concepts that are covered in your TEKS. It seems overwhelming in the beginning to look at all of the student expectations and trying to figure out how all of this information will stay in your memory. However, when examining the student expectations, you will begin to notice patterns of how things are connected together!

## What Are The Texas Essential Knowledge and Skills (TEKS)?

The TEKS is not only about people, places, and events from the past. The TEKS are also about developing your skills to think as a historian, economist, geographer, and political scientist. The Social Studies Skills are a series of student expectations that are listed at the end of every subject and grade level since Kindergarten. The reason they exist is because we want you to develop and use your critical- thinking skills. You should also be able to use a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.

Basically, the state and your teachers want you to become a researcher and reporter of the past and present. The way to accomplish this is to use a variety of rich primary and secondary source material such as biographies, autobiographies, landmark cases of the U.S. Supreme Court, novels, speeches, letters, diaries, poetry, songs, and artworks during the year.

When it comes to assessing your skills on STAAR, in the 8th and 11th grades, it is expected that you can analyze a visual and draw a historical conclusion based on that visual. Look at the examples below to find out how visuals can make a question more difficult:

### Example 1

President Franklin D. Roosevelt's goal concerning the Supreme Court was to

- A) increase ethnic and racial diversity
- B) insure support for New Deal legislation
- C) appoint justices who would use a strict interpretation of the Constitution
- D) strengthen judicial independence

### Example 2



Source: Edward S. Brown, *New York Herald Tribune*,  
February 12, 1937 (adapted)

According to the opinion of the cartoonist -

- A) President Roosevelt was looking to increase his power over the Supreme Court.
- B) the Supreme Court at that time needed to go along with the New Deal policies.
- C) the Supreme Court was not following the Constitution.
- D) President Roosevelt was agreeing with the justices of the Supreme Court.

During your studies, you will be shown how to analyze visuals, speeches, and other types of documents so you can explain what they mean by using your skills!

## What Are The Texas Essential Knowledge and Skills (TEKS)?

The chart below and on the next page show you the verbs used in the TEKS for social studies. When you are looking at a student expectation and are not sure how much of something you need to know, refer to this list.

Word	Dictionary Definition(s)
Acquire	to gain for oneself through one's actions or efforts: to acquire learning.
Analyze	to examine carefully and in detail so as to identify causes, key factors, possible results, etc.
Aspect	part or a piece
Bias	prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.
Categorizing	to arrange in categories or classes; classify
Cause and Effect	to understand why events happen and what happens because of events
Comparing and Contrasting	to examine (two or more objects, ideas, people, etc.) in order to note similarities and differences
Consequences	a result or effect of an action or condition
Corroboration	evidence that confirms or supports a statement, theory, or finding; confirmation
Decision-Making	the process of examining a situation, weighing the options, and making a choice
Drawing Conclusions	to frame or formulate a conclusion based on information presented to examine the evidence and come to a final idea/picture
Drawing Inferences	to examine evidence carefully and then judge or draw a conclusion based on the evidence
Frame of Reference	making judgements in relation to personal ideals or values
Geographic Distributions	how things are distributed over space (especially over the surface of the Earth)
Geographic Patterns	a repetition in distributions over space (especially over the surface of the Earth)
Historical Context	the political, social, cultural, and economic environment related to historical moments, events, and trends
Historiography	the study of historical writing
Identify	to recognize or establish as being a particular person or thing
Implement	to put into action or to include as part of an action
Inquiry	the act of asking for information
Interpret	explain the meaning of
Main Idea	what something is about
Making Generalizations	to make broad statements based on either facts or presented evidence

## What Are The Texas Essential Knowledge and Skills (TEKS)?

Word	Dictionary Definition(s)
Point of View	a particular attitude or way of considering a matter
Predict	to make statements about future events based on patterns or presented evidence
Primary Source	an artifact, a document, a recording, or other source of information that was created at the time under study. It serves as an original source of information about the topic.
Problem-Solving	the process of finding solutions to difficult or complex issues
Secondary Source	any source about an event, period, or issue in history that was produced after that event, period or issue has passed.
Sequencing	to place things in chronological order
Statistical	practice of collecting and analyzing numerical data in large quantities
Summarizing	give a brief statement of the main points
Terminology	the body of words used with a particular subject of study (language of the profession)
Thematic Map	type of map or chart especially designed to show a particular theme connected with a specific geographic area
Validity	to be factually sound

Information adapted from: <http://dictionary.reference.com/> and [en.wiktionary.org](http://en.wiktionary.org)

# “Big Picture” - First Grade

People	Geography	Concepts	Vocabulary
Richard Allen Alexander Graham Bell Thomas A. Edison Benjamin Franklin Sam Houston Francis Scott Key Martin Luther King Jr. Abraham Lincoln Garrett Morgan Eleanor Roosevelt George Washington	relative location north south east west maps globes landforms bodies of water natural resources weather	Origins of customs, holidays ,and celebrations Time and chronology Purpose of maps and globes Physical and human characteristics Basic needs Concept of goods and services Wants versus needs Value of work Purpose of rules and laws Role of authority figures, public officials and citizens Characteristics of a good citizen American beliefs and principles Customs, languages and traditions Aesop’s Fables Impact of technology	timeline past present future markets goods services characteristics needs wants choices truth justice equality citizen order security conflict constitutional republic voting customs traditions folktales legends communication transportation recreation
		<b>Patriotic Dates and Symbols</b>	
		San Jacinto Day Independence Day Veterans Day U.S. and Texas flags Liberty Bell Statue of Liberty Alamo Pledge of Allegiance to the U.S. Flag Pledge to the Texas Flag anthems and mottoes of the U.S. anthems and mottoes of Texas Constitution Day	

## First Grade Texas Essential Knowledge and Skills

<b>Introduction</b>	<p>In Grade 1, students study their relationship to the classroom, school, and community to establish the foundation for responsible citizenship in society. Students develop concepts of time and chronology by distinguishing among past, present, and future events. Students identify anthems and mottoes of the United States and Texas. Students create simple maps to identify the location of places in the classroom, school, and community. Students explore the concepts of goods and services and the value of work. Students identify individuals who exhibit good citizenship. Students describe the importance of family customs and traditions and identify how technology has changed family life. Students sequence and categorize information. Students practice problem-solving, decision-making, and independent-thinking skills.</p> <p>To support the teaching of the essential knowledge and skills, the use of a variety of rich material is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.</p> <p>The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p> <p>Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.</p> <p>Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).</p> <p>Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.</p> <p>Students must demonstrate learning performance related to any federal and state mandates regarding classroom instruction. Although Grade 1 is not required to participate in Celebrate Freedom Week, according to the TEC, §29.907, primary grades lay the foundation for subsequent learning. As a result, Grade 1 Texas essential knowledge and skills include standards related to this patriotic observance.</p> <p>Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.</p>
<b>1</b>	<p>History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veterans Day; and</li> <li>(B) compare the observance of holidays and celebrations, past and present.</li> </ul>
<b>2</b>	<p>History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation;</li> <li>(B) identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness; and</li> <li>(C) compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation.</li> </ul>

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3	<p>History. The student understands the concepts of time and chronology. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) distinguish among past, present, and future;</li> <li>(B) describe and measure calendar time by days, weeks, months, and years; and</li> <li>(C) create a calendar and simple timeline.</li> </ul>
4	<p>Geography. The student understands the relative location of places. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) locate places using the four cardinal directions; and</li> <li>(B) describe the location of self and objects relative to other locations in the classroom and school.</li> </ul>
5	<p>Geography. The student understands the purpose of maps and globes. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) create and use simple maps such as maps of the home, classroom, school, and community; and</li> <li>(B) locate the community, Texas, and the United States on maps and globes.</li> </ul>
6	<p>Geography. The student understands various physical and human characteristics. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather;</li> <li>(B) identify examples of and uses for natural resources in the community, state, and nation; and</li> <li>(C) identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location.</li> </ul>
7	<p>Economics. The student understands how families meet basic human needs. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) describe ways that families meet basic human needs; and</li> <li>(B) describe similarities and differences in ways families meet basic human needs.</li> </ul>
8	<p>Economics. The student understands the concepts of goods and services. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) identify examples of goods and services in the home, school, and community;</li> <li>(B) identify ways people exchange goods and services; and</li> <li>(C) identify the role of markets in the exchange of goods and services.</li> </ul>
9	<p>Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) identify examples of people wanting more than they can have;</li> <li>(B) explain why wanting more than they can have requires that people make choices; and</li> <li>(C) identify examples of choices families make when buying goods and services.</li> </ul>
10	<p>Economics. The student understands the value of work. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) describe the components of various jobs and the characteristics of a job well performed; and</li> <li>(B) describe how specialized jobs contribute to the production of goods and services.</li> </ul>
11	<p>Government. The student understands the purpose of rules and laws. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) explain the purpose for rules and laws in the home, school, and community; and</li> <li>(B) identify rules and laws that establish order, provide security, and manage conflict.</li> </ul>
12	<p>Government. The student understands the role of authority figures, public officials, and citizens. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) identify the responsibilities of authority figures in the home, school, and community;</li> <li>(B) identify and describe the roles of public officials in the community, state, and nation; and</li> <li>(C) identify and describe the role of a good citizen in maintaining a constitutional republic.</li> </ul>
13	<p>Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;</li> <li>(B) identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship; and</li> <li>(C) identify other individuals who exemplify good citizenship.</li> </ul>

**First Grade Texas Essential Knowledge and Skills**

<b>14</b>	<p>Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) 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>(B) recite and explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;</li> <li>(C) identify anthems and mottoes of Texas and the United States;</li> <li>(D) explain and practice voting as a way of making choices and decisions;</li> <li>(E) explain how patriotic customs and celebrations reflect American individualism and freedom; and</li> <li>(F) identify Constitution Day as a celebration of American freedom.</li> </ul>
<b>15</b>	<p>Culture. The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) describe and explain the importance of various beliefs, customs, language, and traditions of families and communities; and</li> <li>(B) explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities.</li> </ul>
<b>16</b>	<p>Science, technology, and society. The student understands how technology affects daily life, past and present. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) describe how technology changes the ways families live;</li> <li>(B) describe how technology changes communication, transportation, and recreation; and</li> <li>(C) describe how technology changes the way people work.</li> </ul>
<b>17</b>	<p>Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music;</li> <li>(B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts; and</li> <li>(C) sequence and categorize information.</li> </ul>
<b>18</b>	<p>Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) express ideas orally based on knowledge and experiences; and</li> <li>(B) create and interpret visual and written material.</li> </ul>
<b>19</b>	<p>Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and</li> <li>(B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.</li> </ul>

**Materials Organized and Provided By:**

**The Social Studies Department  
“At Your Service”**



**406 Barrera St.  
San Antonio, TX 78210  
Phone: 210•554•2630  
Fax: 210•224•6448**

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