

To the Parent(s):

After registration is complete, your child may take the online Credit by Examination for SOCS 1.

WHAT TO BRING

- several sharpened No. 2 pencils
- lined notebook paper

ABOUT THE EXAM

The examination for First Grade Social Studies consists of 49 multiple choice, fill-in-the-blank, and matching questions. The exam is based on the Texas Essential Knowledge and Skills (TEKS) for this subject. The full list of TEKS is included in this document (it is also available online at the [Texas Education Agency website](#)). The TEKS outline specific topics covered in the exam, as well as more general areas of knowledge and levels of critical thinking. Use the TEKS to focus your study in preparation for the exam. TEKS covered in this semester are indicated by a checkmark; the exam will focus on the checkmarked TEKS, but may touch on any of the full list.

The examination will take place under supervision, and the recommended time limit is three hours. You may not use any notes or books. A percentage score from the examination will be reported to the official at your school.

In preparation for the examination, review the TEKS for this subject. It is important to prepare adequately. Since questions are not taken from any one source, you can prepare by reviewing any textbook from the Texas Adoption list.

Good luck on your test!

Texas Essential Knowledge and Skills SOCS 1 – Social Studies, Grade 1

§113.3. Social Studies, Grade 1.

(a) Introduction.

(1) In Grade 1, students learn about their relationship to the classroom, school, and community. The concepts of time and chronology are developed by distinguishing among past, present, and future events. Students identify anthems and mottoes of the United States and Texas. Students make simple maps to identify the location of places in the classroom, school, and community. The concepts of goods and services and the value of work are introduced. Students identify historic figures and ordinary people 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.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies; folktales, myths, and legends; and poetry, songs, and artworks is encouraged. Selections may include a children's biography of Abraham Lincoln. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the geography and social studies skills strands 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.

(4) 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, §28.002(h).

(b) Knowledge and skills.

(1) History. The student understands how historical figures helped to shape our community, state, and nation. The student is expected to:

(A) identify contributions of historical figures such as Sam Houston and Abraham Lincoln who have influenced the community, state, and nation;

(B) identify historic figures such as Alexander Graham Bell and Thomas Edison who have exhibited a love of individualism and inventiveness; and

(C) compare the similarities and differences among the lives and activities of historical figures who have influenced the community, state, and nation.

(2) History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:

(A) describe the origins of selected customs, holidays, and celebrations of the community, state, and nation such as Martin Luther King, Jr. Day, Independence Day, and Veterans' Day;

(B) compare the observance of holidays and celebrations, past and present; and

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

(3) History. The student understands the concepts of time and chronology. The student is expected to:

(A) distinguish among past, present, and future;

(B) create a calendar or timeline; and

(C) use vocabulary related to chronology, including yesterday, today, and tomorrow.

(4) Geography. The student understands the relative location of places. The student is expected to:

(A) locate places using the four cardinal directions; and

(B) describe the location of self and objects relative to other locations in the classroom and school.

(5) Geography. The student understands the purpose of maps and globes. The student is expected to:

(A) create and use simple maps to identify the location of places in the classroom, school, community, and beyond; and

(B) locate places of significance on maps and globes such as the local community, Texas, and the United States.

(6) Geography. The student understands various physical and human characteristics of the environment. The student is expected to:

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

(B) identify examples of and uses for natural resources in the community, state, and nation; and

(C) identify and describe the human characteristics of places such as types of houses and ways of earning a living.

(7) Economics. The student understands the concepts of goods and services. The student is expected to:

- (A) identify examples of goods and services in the home, school, and community;
 - (B) identify ways people exchange goods and services; and
 - (C) identify the role of markets in the exchange of goods and services.
- (8) Economics.** The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:
- (A) identify examples of people wanting more than they can have;
 - (B) explain why wanting more than they can have requires that people make choices; and
 - (C) identify examples of choices families make when buying goods and services.
- (9) Economics.** The student understands the value of work. The student is expected to:
- (A) describe the requirements of various jobs and the characteristics of a job well-performed; and
 - (B) describe how specialized jobs contribute to the production of goods and services.
- (10) Government.** The student understands the purpose of rules and laws. The student is expected to:
- (A) explain the need for rules and laws in the home, school, and community; and
 - (B) give examples of rules or laws that establish order, provide security, and manage conflict.
- (11) Government.** The student understands the role of authority figures and public officials. The student is expected to:
- (A) identify leaders in the community, state, and nation;
 - (B) describe the roles of public officials including mayor, governor, and president; and
 - (C) identify the responsibilities of authority figures in the home, school, and community.
- (12) Citizenship.** The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:
- (A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good;
 - (B) identify historic figures such as Clara Barton, Nathan Hale, and Eleanor Roosevelt who have exemplified good citizenship; and
 - (C) identify ordinary people who exemplify good citizenship and exhibit a love of individualism and inventiveness.
- (13) Citizenship.** The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:
- (A) explain selected national and state patriotic symbols such as the U.S. and Texas flags, the Liberty Bell, and the Alamo;
 - (B) recite and explain the meaning of the Pledge of Allegiance and the Pledge to the Texas Flag;
 - (C) use voting as a way of making choices and decisions; and
 - (D) explain how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.
- (14) Culture.** The student understands how families meet basic human needs. The student is expected to:
- (A) describe ways that families meet basic human needs; and
 - (B) describe similarities and differences in ways families meet basic human needs.
- (15) Culture.** The student understands the importance of family beliefs, customs, language, and traditions. The student is expected to:
- (A) describe various beliefs, customs, and traditions of families and explain their importance; and
 - (B) retell stories from selected folktales and legends such as Aesop's fables.
- (16) Science, technology, and society.** The student understands how technology has affected daily life, past and present. The student is expected to:
- (A) describe how household tools and appliances have changed the ways families live;
 - (B) describe how technology has changed communication, transportation, and recreation; and
 - (C) describe how technology has changed the way people work.
- (17) Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:
- (A) obtain information about a topic using a variety of oral sources such as conversations, interviews, and music;
 - (B) obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer images, literature, and artifacts;
 - (C) sequence and categorize information; and

(D) identify main ideas from oral, visual, and print sources.

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

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

(B) create visual and written material including pictures, maps, timelines, and graphs.

(19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(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

(B) 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.

Source: The provisions of this §113.3 adopted to be effective September 1, 1998, 22 TexReg 7684.