

TTUISD - TEKS Tracker

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TTUISD: SOCS 1A, Social Studies - Grade 1						
TEKS: §113.12. Social Studies, Grade 1, Beginning with School Year 2011-2012						
TEKS Requirement (Grade 1)		Sem. A	Lesson & Assignment Number	Textbook /Page #	Bloom's Taxonomy	
§113.12. Social Studies, Grade 1, Beginning with School Year 2011-2012.						
(a) Introduction.						
(1) 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.						
(2) 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.						
(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 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.						
(4) 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.						
(5) 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).						
(6) 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.						
(7) 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.						
(8) 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.						
(b) Knowledge and skills.						
(1) History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:						
(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		A				
(B) compare the observance of holidays and celebrations, past and present.						

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(2) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:					
(A) identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation;		A	Day 40 Day 46	pg. 2, 8-14 pg. 68-71	Understand
(B) identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness; and					
(C) compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation.					
(3) History. The student understands the concepts of time and chronology. The student is expected to:					
(A) distinguish among past, present, and future;		A	Day 11	pg. 22-29	Analyze
(B) describe and measure calendar time by days, weeks, months, and years; and					
(C) create a calendar and simple timeline.					
(4) Geography. The student understands the relative location of places. The student is expected to:					
(A) locate places using the four cardinal directions; and		A	Day 10	pg. 20-21	Understand
(B) describe the location of self and objects relative to other locations in the classroom and school.			Day 9 Day 12	pg. 18-21 pg. 30-33	Understand
(5) Geography. The student understands the purpose of maps and globes. The student is expected to:					
(A) create and use simple maps such as maps of the home, classroom, school, and community; and		A	Day 10 Day 53 Day 54	pg. 20-21 pg. 94-95 pg. 96-97	Analyze Create
(B) locate the community, Texas, and the United States on maps and globes.		A	Day 13 Day 30 Day 38 Day 39 Day 51 Day 64	n/a n/a pg. 2-8 pg. 2 pg. 81-83 pg. 106-107	Understand
(6) Geography. The student understands various physical and human characteristics. The student is expected to:					
(A) identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather;		A	Day 51 Day 57 Day 59 Day 60 Day 61 Day 62 Day 63 Day 71	pg. 81-83 pg. 98-101 n/a n/a pg. 102-103 pg. 102-103 pg. 104-105 pg. 118-121	Understand
(B) identify examples of and uses for natural resources in the community, state, and nation; and		A	Day 65 Day 68	pg. 108-111 pg. 114-117	Understand
(C) identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location.					
(7) Economics. 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.					
(8) 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.					
(9) 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;					

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(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.					
(10) Economics. The student understands the value of work. The student is expected to:					
(A) describe the components of various jobs and the characteristics of a job well performed; and		A	Day 14 Day 15 Day 16	pg. 34-35 n/a n/a	Understand
(B) describe how specialized jobs contribute to the production of goods and services.					
(11) Government. The student understands the purpose of rules and laws. The student is expected to:					
(A) explain the purpose for rules and laws in the home, school, and community; and		A	Day 6 Day 7 Day 27	pg. 10-13 n/a pg. 46-47	Understand
(B) identify rules and laws that establish order, provide security, and manage conflict.		A	Day 6 Day 7 Day 27	pg. 10-13 n/a pg. 46-47	Understand
(12) Government. The student understands the role of authority figures, public officials, and citizens. The student is expected to:					
(A) identify the responsibilities of authority figures in the home, school, and community;		A	Day 8	pg. 14-17	Understand
(B) identify and describe the roles of public officials in the community, state, and nation; and		A	Day 28 Day 30	pg. 48-51 n/a	Understand
(C) identify and describe the role of a good citizen in maintaining a constitutional republic.		A	Day 32	n/a	Understand
(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:					
(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;		A	Day 33 Day 46 Day 47	n/a pg. 68-71 pg. 72-75	Understand
(B) identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship; and		A	Day 33	n/a	Understand
(C) identify other individuals who exemplify good citizenship.		A	Day 47	pg. 72-75	Understand
(14) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:					
(A) explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo;		A	Day 26 Day 35 Day 39 Day 40 Day 41 Day 43	pg. 41-44 pg. 60-65 pg. 2 pg. 2, 8-14 n/a pg. 6	Understand
(B) recite and explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;		A	Day 26 Day 36 Day 44	pg. 41-44 pg. 62-63 pg. 3, 63 Under.	Remember
(C) identify anthems and mottoes of Texas and the United States;		A	Day 37 Day 42	n/a n/a	Understand
(D) explain and practice voting as a way of making choices and decisions;		A	Day 34	pg. 58-59	Understand
(E) explain how patriotic customs and celebrations reflect American individualism and freedom; and					
(F) identify Constitution Day as a celebration of American freedom.					
(15) Culture. The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to:					
(A) describe and explain the importance of various beliefs, customs, language, and traditions of families and communities; and					
(B) explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities.					
(16) Science, technology, and society. The student understands how technology affects daily life, past and present. The student is expected to:					
(A) describe how technology changes the ways families live;					
(B) describe how technology changes communication, transportation, and recreation; and					

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(C) describe how technology changes the way people work.					
(17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:					
(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music;					
(B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts; and		A	Day 32 Day 58	n/a n/a	Understand
(C) sequence and categorize information.					
(18) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:					
(A) express ideas orally based on knowledge and experiences; and					
		A	Day 6 Day 11 Day 12 Day 15 Day 30 Day 35 Day 38 Day 41 Day 43 Day 44 Day 55 Day 60 Day 61	n/a pg. 22-20 pg. 30-33 n/a n/a pg. 60-65 pg. 2-8 n/a pg. 6 pg. 3, 63 pg. 98-99 n/a pg. 102-103	Create
(B) create and interpret visual and written material.					
(19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:					
(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		A	Day 68 Day 69	pg. 114-117 n/a	Create
(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.					
<i>Source: The provisions of this §113.12 adopted to be effective August 23, 2010, 35 TexReg 7232.</i>					