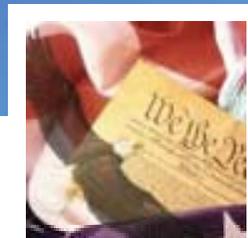




Grade 1 Social Studies

STAAR Field Guide



STAAR

The State of Texas Assessment of Academic Readiness (STAAR) is based on the Texas Essential Knowledge and Skills (TEKS). Most of the state standards, if they are eligible for assessment in a multiple choice/short answer format, will be assessed on STAAR.

STAAR is designed as a vertical system. Just as the TEKS are structured in a vertically aligned manner, so is STAAR. Learning from one grade level is aligned with learning at the next grade level. Some skills are developed over the course of a student’s educational career from kindergarten through high school, while other skills and learning may begin at a particular grade level and serve as the foundation for later learning. STAAR is an assessment of academic readiness. In other words, we can sum up the variation between the former assessment program (TAKS) and STAAR by reframing the questions we are asking.

TAKS: TAKS was designed to help teachers answer this question:

- Did students learn what they were supposed to learn in the current year’s grade?

STAAR: STAAR is designed to ensure that teachers answer these questions:

- Did students learn what they were supposed to learn in the current year’s grade?
- Are students ready for the next grade?
- And are they also ready for the grade after that?

So what’s the big deal about that shift? Fundamentally, it requires that teachers relook at curriculum and instruction in a very different way than they have under previous assessment systems (TABS, TEAMS, TAAS, TAKS). Not only are teachers required to have a deep understanding of the content of the grade level they are teaching, but they must also be firmly grounded in how the content of that current grade level prepares students for subsequent grade levels. Overemphasis on grade level attainment ONLY may create a context where teachers in subsequent grade levels have to reteach foundational skills to accommodate for the gap created by the lack of appropriate emphasis earlier. It may require students to “unlearn” previous ways of conceptualizing content and essentially start all over.

STAAR: focus, clarity, depth

The TEKS are designed to prepare students to succeed in college, in careers, and to compete globally. This is consistent with a growing national consensus regarding the need to provide a more clearly articulated K–16 education program that focuses on fewer skills and addresses those skills in a deeper manner (TEA).

STAAR is designed around three concepts: focus, clarity, and depth:

Focus: STAAR will focus on grade level standards that are critical for that grade level and the ones to follow.

Clarity: STAAR will assess the eligible TEKS at a level of specificity that allows students to demonstrate mastery.

Depth: STAAR will assess the eligible TEKS at a higher cognitive level and in novel contexts.

STAAR: the assessed curriculum – readiness, supporting, and process standards

A key concept that underpins the design of STAAR is that all standards (TEKS) do not play the same role in student learning. Simply stated, some standards (TEKS) have greater priority than others – they are so vital to the current grade level or content area that they must be learned to a level of mastery to ensure readiness (success) in the next grade levels. Other standards are important in helping to support learning, to maintain a previously learned standard, or to prepare students for a more complex standard taught at a later grade.

By assessing the TEKS that are most critical to the content area in more rigorous ways, STAAR will better measure the academic performance of students as they progress from elementary to middle to high school. Based on educator committee recommendations, for each grade level or course, TEA has identified a set of readiness standards - the TEKS which help students develop deep and enduring understanding of the concepts in each content area. The remaining knowledge and skills are considered supporting standards and will be assessed less frequently, but still play a very important role in learning.

Readiness standards have the following characteristics:

- They are essential for success in the current grade or course.
- They are important for preparedness for the next grade or course.
- They support college and career readiness.
- They necessitate in-depth instruction.
- They address broad and deep ideas.

Supporting standards have the following characteristics:

- Although introduced in the current grade or course, they may be emphasized in a subsequent year.
- Although reinforced in the current grade or course, they may be emphasized in a previous year.
- They play a role in preparing students for the next grade or course but not a central role.
- They address more narrowly defined ideas.

STAAR assesses the eligible TEKS at the level at which the TEKS were written.

STAAR is a more rigorous assessment than TAKS (and TAAS, TEAMS, TABS before that). The level of rigor is connected with the cognitive level identified in the TEKS themselves. Simply stated, STAAR will measure the eligible TEKS at the level at which they are written.

The rigor of items will be increased by

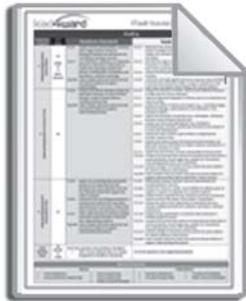
- assessing content and skills at a greater depth and higher level of cognitive complexity
- assessing more than one student expectation in a test item

The rigor of the tests will be increased by

- assessing fewer, yet more focused student expectations and assessing them multiple times and in more complex ways
- including a greater number of rigorous items on the test, thereby increasing the overall test difficulty

About the STAAR Field Guide

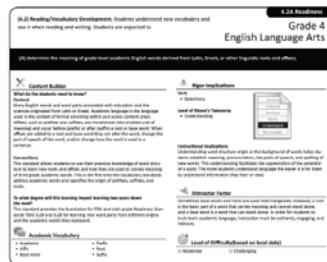
The STAAR Field Guide for Teachers is designed as a tool to help teachers prepare for instruction. The tools and resources in this guide are designed to supplement local curriculum documents by helping teachers understand how the design and components of STAAR are connected to the scope and sequence of instruction. In order to help students attain even higher levels of learning as assessed on STAAR, teachers need to plan for increasing levels of rigor. This guide contains the following components:



STAAR Grade Level Snapshot – one page overview of the standards assessed on STAAR, how those standards are classified (readiness, supporting, or process), the reporting categories around which those standards are clustered, and the number of items that will be on the test from each reporting category and from each type of standard.



STAAR Readiness Standards: A Vertical Look – a vertical look at the readiness standards in grade bands to show the progression of the assessment between grade levels



STAAR Readiness and Supporting Standards Analysis Sheets– overviews of the nature of each readiness and supporting standard assessed on STAAR, designed to be used in planning to build teacher content knowledge and ensure that current grade level instruction reinforces previous learning and prepares students for future grade levels.



STAAR-Curriculum Planning Worksheet – a tool to organize the pages in this guide to be used in planning and professional development

Steps to Success

1. Download the TEA Documents to add to your STAAR Teacher Field Guide
 - STAAR Blueprint
 - Assessed Curriculum Documents
 - STAAR Test Design
 - STAAR Reference Materials
2. Review the STAAR Snapshot for your course/grade level and content area
 - Note the readiness standards
 - With your team, explore why those TEKS are classified as readiness standards – which criteria do they meet
 - Review the supporting standards and note any that may have played a larger role on TAKS
3. Review the STAAR Readiness Standards: A Vertical Look
 - Discuss how the readiness standards connect between grade levels
 - Explore the specific differences between the aligned readiness standards at each grade level
4. Review the components of the STAAR Readiness and Supporting Standards Analysis Sheets
 - Use the samples on pages 6 and 7 to explore the analysis sheets
 - Add additional information based on the discussion by the team
5. Create STAAR-Curriculum Planning Packets for each unit or grading period
 - Collect either the Scope and Sequence document (if it includes the TEKS standards for each unit of instruction) OR Unit Plan documents (where the TEKS standards are bundled together into units of instruction)
 - The STAAR Field Guide is arranged by standard type (readiness or supporting) in numeric order of the standards. You may need to photocopy certain pages/standards if they are repeated throughout multiple units.
 - Use the scope and sequence or unit plan documents to identify the TEKS taught in each unit/grading period
 - Compile the STAAR Readiness and Supporting Standards Analysis Sheets that correspond to the TEKS each unit/grading period
 - After the pages/standards are sorted into their appropriate unit, create a method of organizing the documents (binder, folder, file, etc).
6. Plan for instruction
 - Collect the curriculum documents used for planning
 - Use the STAAR- Curriculum Planning Worksheet as you plan each unit. The worksheet provides guiding questions and reflection opportunities to aide you in maximizing the material in the STAAR Field Guide.
 - Determine where the team needs additional learning
 - Evaluate instructional materials
 - Review the plan for appropriate levels of rigor

How to read STAAR Readiness Standards analysis pages

Student Expectation

Texas Essential Knowledge and Skills Statement

Standard and Indication of
"Readiness" or "Supporting"

Grade and Subject

5.3A Readiness
Grade 5 Math

(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to

(A) use addition and subtraction to solve problems involving whole numbers and decimals;

Content Builder
What do the students need to know?
Content:
• Addition
• Whole numbers
• Decimals
• Subtraction
• Whole numbers
• Decimals

Rigor Implications
Verb
• Add
• Subtract
• Solve
Level of Bloom's Taxonomy
• Applying

Academic Vocabulary
• Add
• Subtract
• Decimal

Level of Difficulty

Content Builder- The basics of the content within the standard are extracted in a bulleted list. Connections to prior learning/other standards are explained. Future implications of mastery of this standard are described to assist in understanding the impact of this learning in the future.

Rigor Implications- Uses the verb(s) from the Student Expectation to indicate the cognitive complexity of the standard and which level of Bloom's Taxonomy should be addressed during instruction, Instructional implications are also highlighted.

Distractor Factor - Alerts teachers to areas where students traditionally struggle, have misconceptions, or may need reinforcement.

Academic Vocabulary- Vocabulary words are extracted directly from the standard and/or associated with the instruction of the content within the standard.

Level of Difficulty- Standards are labeled either Challenging or Moderate. This determination is made by the campus using previous year data.

How to read STAAR Supporting Standards analysis pages

Student Expectation

Texas Essential Knowledge and Skills Statement

Standard and Indication of
"Readiness" or "Supporting"

Grade and Subject

(5.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to

5.1B Supporting
Grade 5 Math

(B) use place value to read, write, compare, and order decimals through the thousandths place.

Supporting the Readiness Standards
What Readiness Standard(s) or concepts from the Readiness Standards does it support?
5.3A use addition and subtraction to solve problems involving whole numbers and decimals.
How does it support the Readiness Standard(s)?
This standard supports 5.3A by providing students continued practice reading, writing, comparing, and ordering decimals. This will support students as they solve addition and subtraction problems involving decimals.
May be adjusted according to local curriculum.

Academic Vocabulary

- Compare
- Order
- Decimal
- Tenths
- Hundredths
- Thousandths

Rigor Implications
Verb

- Write
- Compare
- Order

Level of Bloom's Taxonomy

- Analyzing

Instructional Implications
To appropriately adhere to the standard, students should be provided the opportunity to practice reading numbers aloud using place value, writing numbers that have been dictated using place value, and comparing and ordering decimals based on their the value.

Supporting the Readiness Standards - Most supporting standards support a readiness standard in the current grade level. This section discusses the relationships of the standards that are often taught together.

Rigor Implications- Uses the verb(s) from the Student Expectation to indicate the cognitive complexity of the standard and which level of Bloom's Taxonomy should be addressed during instruction, Instructional implications are also highlighted.

Academic Vocabulary- Words are extracted directly from the standard and/or associated with the instruction of the content within the standard.

Curriculum - STAAR Planning Worksheet



Course/Grade Level _____

Readiness Standards	
---------------------	--

Content Area _____

Grading Period/Unit _____

Supporting Standards	
----------------------	--

Action Steps	Guiding Questions & Notes
Read each analysis page.	<p>What stands out?</p> <p>How many of the standards are a “Challenging” level of difficulty?</p> <p>How many of the standards are a high level of rigor (above apply on Bloom’s Taxonomy)?</p>
<i>Content Builder</i> (Readiness Standards only)	<p>What other connections could you add to this section? Write them on your analysis pages!</p> <p>This content important for students’ future learning. How will you assess retention?</p>
<i>Supporting the Readiness Standards</i> (Supporting Standards only)	<p>How can you use this information as you plan lessons?</p> <p>Do the supporting standards match with the readiness standards in your unit bundle? If not, arrange them according to your curriculum. Address the questions again “Which Readiness Standards does it support? How does it support the Readiness Standard(s)?”</p>



Action Steps	Guiding Questions & Notes
Vocabulary	<p>What strategies will you use to ensure mastery of the vocabulary for each standard in this unit?</p> <p>What is your plan if students do not master the vocabulary?</p>
Use the <i>Distractor Factor</i>	<p>How can you address the information in the Distractor Factor section?</p> <p>From your teaching experience, is there anything you would add to this? Write it on your analysis pages!</p>
Reflection	<p>How have you taught this content in the past?</p> <p>How will you teach it differently this year?</p> <p>How will you utilize the readiness and supporting standards for formative and summative assessment?</p>

Reporting Category*	Readiness Standards	Supporting Standards
1 History	<p>1.1.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</p> <p>1.2.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</p> <p>1.3.A distinguish among past, present, and future*</p> <p>1.3.C create a calendar and simple timeline*</p>	<p>1.1.B compare the observance of holidays and celebrations, past and present</p> <p>1.2.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</p> <p>1.2.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</p> <p>1.3.B describe and measure calendar time by days, weeks, months, and years</p>
2 Geography and Culture	<p>1.6.A identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather*</p> <p>1.6.C identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location*</p> <p>1.15.A describe and explain the importance of various beliefs, customs, language, and traditions of families and communities*</p>	<p>1.4.B describe the location of self and objects relative to other locations in the classroom and school</p> <p>1.6.B identify examples of and uses for natural resources in the community, state, and nation*</p> <p>1.15.B explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities</p>
3 Government and Citizenship	<p>1.11.A explain the purpose for rules and laws in the home, school, and community</p> <p>1.12.B identify and describe the roles of public officials in the community, state, and nation*</p> <p>1.14.E explain how patriotic customs and celebrations reflect American individualism and freedom</p>	<p>1.11.B identify rules and laws that establish order, provide security, and manage conflict</p> <p>1.12.A identify the responsibilities of authority figures in the home, school, and community</p> <p>1.12.C identify and describe the role of a good citizen in maintaining a constitutional republic*</p> <p>1.13.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*</p> <p>1.13.B identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship</p> <p>1.13.C identify other individuals who exemplify good citizenship</p> <p>1.14.A explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo</p> <p>1.14.B recite and explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag</p> <p>1.14.C identify anthems and mottos of Texas and the United States</p> <p>1.14.D explain and practice voting as a way of making choices and decisions*</p> <p>1.14.F identify Constitution Day as a celebration of American freedom</p>
4 Economics, Science, Technology and Society	<p>1.7.A describe ways that families meet basic human needs*</p> <p>1.8.A identify examples of goods and services in the home, school, and community</p> <p>1.9.C identify examples of choices families make when buying goods and services</p> <p>1.16.B describe how technology changes communication, transportation, and recreation</p>	<p>1.7.B describe similarities and differences in ways families meet basic human needs</p> <p>1.8.B identify ways people exchange goods and services*</p> <p>1.8.C identify the role of markets in the exchange of goods and services*</p> <p>1.9.A identify examples of people wanting more than they can have</p> <p>1.9.B explain why wanting more than they can have requires that people make choices</p> <p>1.10.A describe the components of various jobs and the characteristics of a job well performed</p> <p>1.10.B describe how specialized jobs contribute to the production of goods and services</p> <p>1.16.A describe how technology changes the ways families live</p> <p>1.16.C describe how technology changes the way people work</p>

Process Standards (Social Studies Skills and Processes)

1.4.A	locate places using the four cardinal directions
1.5.A	create and use simple maps such as maps of the home, classroom, school, and community
1.5.B	locate the community, Texas, and the United States on maps and globes
1.17.A	obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music
1.17.B	obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts
1.17.C	sequence and categorize information
1.18.A	express ideas orally based on knowledge and experiences
1.18.B	create and interpret visual and written material
1.19.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
1.19.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

* = Aligned with STAAR Assessed Curriculum

NOTE: *The classification of standards on this TEKS Snapshot represents the reviewed and synthesized input of a sample of Texas Social Studies educators. This TEKS Snapshot DOES NOT represent a publication of the Texas Education Agency. District curriculum materials may reflect other classifications.*

(1.1) 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



Content Builder

What do the students need to know?

Content

People celebrate what is important to them. They celebrate with customs and holidays to commemorate important people, events, and ideas.

Origins of holidays:

- San Jacinto Day: state celebration, celebrated April 21 to commemorate when Texas won its independence from Mexico at the Battle of San Jacinto on April 21, 1836
- Independence Day: national holiday, celebrated July 4, the day the Declaration of Independence was signed (July 4, 1776). Made an official holiday in 1783, the year the War for Independence (American Revolution) ended and made a federal holiday in 1941
- Veterans' Day: national holiday, celebrated November 11 to mark the signing of an armistice on the 11th hour of the 11th day of the 11th month in 1918 that ceased hostilities in the first World War. Originally called Armistice Day, the holiday was expanded to include all veterans and made official in 1978
- Local community celebrations

Customs related to holidays:

- San Jacinto Day. The day is marked by a re-enactment at the battle site. Texans fly the Texas flag on that day and recall the reasons Texas sought independence and the people who fought for that freedom
- Independence Day. Celebrated nationwide with parades and fireworks. People fly the American flag on the day, read the Declaration of Independence, recall the fundamental beliefs of the country, and remember the contributions and sacrifices people have made to ensure the continuation of the nation
- Veterans Day. Celebrated with patriotic parades, ceremonies at cemeteries (including laying a wreath at the Tomb of the Unknown), and ceremonies to show appreciation for the service of veterans to the nation

Connections

Connects to contributions of individuals to the community (1.2), human characteristics of place (1.6), national identity (1.14), and importance of beliefs and customs (1.15).

To what degree will this learning impact learning 2 years down the road?

In Grade 2, students will learn about the significance of the customs of the celebrations, continuing to look at Veterans Day and Independence Day and adding other holidays such as Memorial Day and Thanksgiving. In Grade 3, the focus changes from holidays as characteristics of communities to communities and the reasons people form communities.



Academic Vocabulary

- Custom
- Celebration
- Holiday



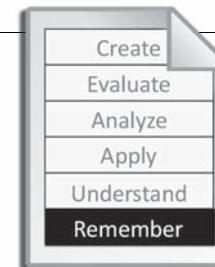
Rigor Implications

Verb

- Describe

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Provide opportunities for students to learn about the customs, holidays, and celebrations and then describe their origins. Use books, pictures, and life experiences. Draw from and participate in the customs.

Include community celebrations as well, such as Founder's Day (celebrates the origins of the community) or Strawberry Festival (celebrates the agricultural heritage of the community), discussing the origins and customs related to the celebration.

The student expectation requires students to describe the origins of the customs, holidays and celebrations. Celebrating the holidays is not the same as describing the origins, but provide opportunities to celebrate the holidays because participating in celebrations can provide real-world experience to help build understanding.



Distractor Factor

Students do not understand the differences between state, nation, and community. Often they do not recognize the difference between the holidays, especially since their understanding of Independence Day will be mostly abstract since July 4 does not fall in the traditional school year so they will likely not have an opportunity to celebrate the holiday.



Level of Difficulty (based on local data)

- Moderate Challenging

(1.2) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:

(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



Content Builder

What do the students need to know?

Content

The lives and contributions of historical figures and local individuals who have influenced the community, state, and nation are compared.

For examples of historical figures, use the people listed in 1.2A and 1.2B (Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen). Also use other appropriate individuals including local individuals who have influenced the community.

Connections

Connects to the characteristics of good citizens (1.13A). Can also be used to practice and strengthen chronology skills (1.3).

To what degree will this learning impact learning 2 years down the road?

The concepts in this student expectation continue in Grade 2 and Grade 3 with other historical figures, gradually changing the focus toward the emphasis on the community. Grade 1 asks students to compare similarities and differences, Grade 2 asks students to explain how people have influenced the community, and Grade 3 requires students to describe how the individuals and ideas have changed the community.



Academic Vocabulary

- Historical Figure
- Patriot
- Good citizen
- Influence
- Compare
- Similar/similarity
- Difference



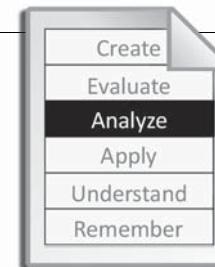
Rigor Implications

Verb

- Compare

Level of Bloom's Taxonomy

- Analyzing



Instructional Implications

Provide students with opportunities to learn about historical figures and then compare how their lives were similar and different.



Distractor Factor

There are many people to study. Studying them all at one time compounds difficulty students may have in learning about the individuals. Similarly, teaching only one at a time throughout the year makes it difficult to compare the people because of the passage of time. Relate to larger concepts to aid student grasp of content.

Understanding how the individuals have influenced the community is high level content that is difficult for first graders to grasp.



Level of Difficulty (based on local data)

- Moderate Challenging

Grade 1 Social Studies

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

(A) distinguish among past, present, and future



Content Builder

What do the students need to know?

Content

Chronology is key to historical thinking and a major concept in social studies. In Grade 1, students are continuing to discuss relative chronology by learning about the terms past, present, and future.

Connections

This standard connects to calendars and timelines (1.3C), lives of historical figures (1.2), and technology (1.16).

To what degree will this learning impact learning 2 years down the road?

Grade 1, Grade 2, and Grade 3 all use past, present, and future to discuss relative chronology. Grade 1 is the only course in which it is designated as a Readiness Standard; in Grades 2 and 3 the concept continues to be developed, in a supporting manner. Chronology, because it is so important to historical thinking, is used in all courses K-12.



Academic Vocabulary

- Time
- Past
- Present
- Future



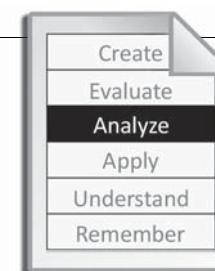
Rigor Implications

Verb

- Distinguish among

Level of Bloom's Taxonomy

- Analyzing



Instructional Implications

Use books, pictures, and events from students' lives to build on what students learned in Kindergarten and expand student understanding of past, present, and future as concepts beyond yesterday, today, and tomorrow. (Kindergarten Readiness Standard K.3B had students sequence events and use appropriate terminology to describe the sequence of events - before, after, next, first, last, yesterday, today, and tomorrow).

Provide opportunities for students to categorize items and events as past, present, future (perhaps connect with technology TEKS 1.16 and with history TEKS 1.2).



Distractor Factor

Past is a difficult concept for students since there is so much variance in what is considered past: yesterday (or even this morning) is the past, but so is 100 years ago. Another difficulty is that future becomes present, and present becomes past. A calendar (1.3C and 1.3B) can help alleviate this confusion.



Level of Difficulty (based on local data)

- Moderate Challenging

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

(C) create a calendar and simple timeline



Content Builder

What do the students need to know?

Content

Calendars and simple timelines.

Connections

Connect learning to the concept of chronology. This student expectation connects with supporting expectation 1.3B (describe and measure calendar time by days, weeks, months, and years)

To what degree will this learning impact learning 2 years down the road?

In Kindergarten, students placed events in chronological order (K.3A). Grade 1 requires students to create a calendar and simple timeline (1.3C), adding time designation (day, week, month, year – 1.3B) to the sequence; this requires understanding the passage of time. In Grade 2, students interpret timelines for events in the past and present (2.2C). Grade 3 also requires students to create and interpret timelines (3.3B), a skill that continues to be used and developed throughout all social studies courses. Students in Grade 3 also talk about events in the past, present, and future (3.3A) and apply the terms year, decade, and century to describe historical times (3.3C).



Academic Vocabulary

- Calendar
- Timeline



Rigor Implications

Verb

- Create

Level of Bloom's Taxonomy

- Creating

Instructional Implications

- A calendar is a system for organizing units of time

Provide opportunities for students to think about events in terms of time and use a calendar to plan and recall when events occur. Create calendars of events in days, weeks, months, and years. (Ideas could include a calendar of holidays/celebrations or birthdays throughout the year; events during the school week or month such as cafeteria menu or "specials" schedule; events in students' or teacher's lives; weather conditions (1.3C).)

- Timelines present related events in a chronological sequence, usually along a line, to enable readers to understand relationships of the events over time.

Provide opportunities to read timelines to understand the ideas conveyed, using timelines to see relationships between a series of related events over time. Then create simple timelines. (Ideas could include events in the lives of historical figures related to choices that reflect good citizenship (1.13) or technology changes in communication over time that have changed the way people live (1.16).) Information on the concept of chronology and teaching with timelines can be found at the National History Education Clearinghouse at <http://teachinghistory.org>



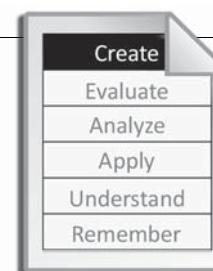
Distractor Factor

This standard extends beyond locating [on a map] and identifying American Indian groups [cultures] or individual tribes in Texas and North America prior to Spanish, French, and English exploration and colonization. Students must have opportunities to make comparisons between and among Native American culture groups.



Level of Difficulty (based on local data)

- Moderate Challenging



Grade 1 Social Studies

(1.6) 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



Content Builder

What do the students need to know?

Content

Physical characteristics of place – features of the Earth that result from climatic and tectonic processes (not man-made)

- Landforms – features of Earth’s surface (i.e., plains, mountains, deserts, hills, valleys, coastal regions)
- Bodies of water – water accumulates in natural or man-made depressions (i.e., ponds, lakes, oceans, rivers)
- Natural resources – items provided by nature from which people produce goods and provide services (i.e., water, soil, trees, oil)
- Weather (i.e., temperature, precipitation, wind)

Connections

Physical characteristics of place are related to the geography concept of location. This standard connects to concepts of relative location (1.4), including human characteristics (1.6C) and geographic tools (1.5).

To what degree will this learning impact learning 2 years down the road?

The concept of physical characteristics of place was introduced in Kindergarten and continues in Grade 1. Kindergarten uses the verb identify, and Grade 1 standards add “describe” to the requirements. Grade 2 students deepen their understanding of the concept by looking at the relationship between physical characteristics of a place, how people meet basic needs, and how the characteristics affect activities and settlement patterns (2.7). Grade 3 students deepen their understanding of physical characteristics by learning about the effects of physical processes (volcanoes, hurricanes, earthquakes) in shaping the landscape.



Academic Vocabulary

- Physical characteristics of place
- Landform
- Natural resource
- Weather



Rigor Implications

Verb

- Identify
- Describe

Level of Bloom’s Taxonomy

- Remembering



Instructional Implications

Use pictures, books and the local environment to discuss the physical characteristics of places. Provide opportunities to describe physical characteristics of place, including categorizing, drawing, and verbalizing. Could be used in connection with 1.3 (calendars) to track weather conditions.



Distractor Factor

The concepts of climate and weather are often misunderstood. According to NASA, “The difference between weather and climate is a measure of time. Weather is what conditions of the atmosphere are over a short period of time, and climate is how the atmosphere “behaves” over relatively long periods of time.” (www.nasa.gov)

Physical characteristics of place are those characteristics that do not have human intervention. Things such as buildings, roads, levees, fields are in the environment as the result of human action and so are not physical characteristics of place in geography terms; they are human characteristics of place.



Level of Difficulty (based on local data)

- Moderate Challenging

(1.6) Geography. The student understands various physical and human characteristics. The student is expected to:

(C) identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location



Content Builder

What do the students need to know?

Content

Human characteristics of place are the man-made features of a place, such as

- Shelter
- Clothing
- Food
- Activities

Human characteristics such as these are often related to geographic location.

- The type of shelter people live in is influenced by the location of the place. For example, places with heavy snowfall often have steeply pitched roofs; places in tropical locations are often more open to the outdoors; homes in areas with hurricanes often have hurricane shutters. Buildings near granite deposits may be more likely to include granite in their construction than buildings that are not.
- The clothing people wear is likewise often influenced by the location of the place. For example, people in cold weather places wear heavy coats in winter, people in warm climates do not need heavy winter coats.
- The food people eat is influenced by the location of the place (though this is mitigated by an extensive food distribution system). People who live near coasts often include fish in their meals more often than people who live in desert areas; people who live in south Texas may have better access to citrus than people in Maine.
- So, too, with activities. People who live near ski areas in the mountains may participate in downhill ski activities more often than people who live on prairies. People who live near forests may be involved in logging endeavors while people who live near deposits of metals may be involved in mining endeavors.

Connections

Connect to the physical characteristics such as landforms, bodies of water, natural resources, and weather. Also consider the human characteristics listed in the TEKS, including cultural characteristics listed in 1.14 and 1.15.

To what degree will this learning impact learning 2 years down the road?

In Kindergarten, the concept of human characteristics was introduced (ways of earning a living, shelter, clothing, food, and activities) in connection with geographic location. Grade 1 deepens understanding by requiring students to “describe.” The Grade 1 student expectation is identified as a Readiness Standard. Grade 2 requires students to identify human characteristics of different communities including urban, suburban and rural communities. In Grade 3, students compare human characteristics of various regions and consider the impact of human processes on physical characteristics.



Academic Vocabulary

- Human characteristics of place
- Location
- Activities



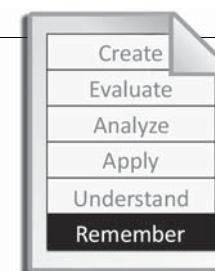
Rigor Implications

Verb

- Identify
- Describe

Level of Bloom’s Taxonomy

- Remembering



Instructional Implications

The geography of a place influences the human characteristics of the place. Provide opportunities for students to identify physical characteristics of place and the human characteristics of place and then describe how the human characteristics (shelter, clothing, food, activities) are based on geographic location. Use examples from books, pictures, and real-life experiences.



Distractor Factor

Many times people confuse physical and human characteristics. Buildings and roads, though they are “physical things” in the sense that they occupy space and have height and weight, are human characteristics of a place because they are there as a result of human intervention with the environment. Human characteristics include cultural characteristics as well.



Level of Difficulty (based on local data)

- Moderate Challenging

(1.7) Economics. The student understands how families meet basic human needs.
The student is expected to:

(A) describe ways that families meet basic human needs



Content Builder

What do the students need to know?

Content

Basic human needs include food, clothing, and shelter (introduced in Kindergarten K.6A). People must meet their basic needs and choose to do so in different ways. (Note that Science TEKS 1.9B identify basic needs of living organisms as “food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants.”)

Connections

This standard connects to other economic concepts including choice, opportunity cost, and consequences.

To what degree will this learning impact learning 2 years down the road?

The economic concepts involving wants and needs, scarcity, choice, opportunity costs, consequences, and others continue to be developed K-12. Kindergarten study involved identifying basic human needs, explaining the difference between wants and needs, and learning that basic needs can be met by self-producing or acting in markets to purchase or trade things they need. In Grade 1, students describe ways families meet their basic needs, finding similarities and differences in ways they meet their basic needs. Grade 3 identifies earning, spending, saving, and donating money as ways to allocate money as families meet their needs; Grade 3 also requires students to create a simple budget that includes these actions.



Academic Vocabulary

- Basic human needs



Rigor Implications

Verb

- Identify
- Describe

Level of Bloom’s Taxonomy

- Remembering



Instructional Implications

Encourage students to share personal experiences related to meeting a need. Use example scenarios to provide other ideas about ways families meet needs. Build on learning in Kindergarten by incorporating discussions that they can self-produce (grow food, make clothing, build their own shelter), work to make money to use to purchase, or trade/barter for materials or services.

Tie to 1.6C (human characteristics of place are based upon geographic location).



Distractor Factor

Note that Science TEKS 1.9B identifies basic needs of living organisms as “food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants.” The social studies TEKS identify basic needs in terms of human characteristics (Economics) rather than needs for survival.

Avoid situations where students might be embarrassed as a result of attaching judgment (“good” and “bad”) to real choices students or their families may make. To help avoid this situation discuss consequences of choices, especially with fictional scenarios or characters in books.



Level of Difficulty (based on local data)

- Moderate Challenging

(1.8) 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



Content Builder

What do the students need to know?

Content

Goods and services are basic concepts in economics that are defined in Grade 1.

- Goods: tangible items (physical products) that are produced and that people can touch and feel (What goods do people need or want?)
 - Goods: tangible items (physical products) that are produced and that people can touch and feel (What goods do people need or want?)
 - Goods found or produced in the school (i.e., paper, books, pencils, desks, art projects)
 - Goods found or produced in the community (i.e., cars, traffic lights, groceries)
- Services: actions people perform; non-tangible things provided by people to other people (What services do people need or want?)
 - Services performed in the home (i.e., taking out the trash, making your bed, washing the car)
 - Services performed in the school (i.e., teaching, picking up materials, leading the line, serving on the safety patrol)
 - Services performed in the community (i.e., delivering the mail, giving haircuts, repairing cars, fighting fires)

Connections

Connects closely to other basic economics concepts (wants and needs, choice, produce, consume, work, etc.).

To what degree will this learning impact learning 2 years down the road?

Economic concepts continue to develop and grow in complexity K-12.

- Kindergarten: basic human needs, needs, wants, self-producing, purchasing, trading, jobs/work
- Grade 1: basic human needs, meeting needs, goods, services, market, scarcity, choice, jobs, specialization, production
- Grade 2: producer, consumer, goods, services, natural resource/finished product, work, income, free enterprise, earn, spend, save, choice
- Grade 3: earn, spend, save, donate, budget, free enterprise, scarcity, production, distribution, goods, services, market, supply, demand, price, government, regulation, tax, entrepreneur, business



Academic Vocabulary

- Goods
- Services



Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering

Instructional Implications

Provide opportunities for students to understand the meaning of the terms goods and services and be able to identify examples of goods and services in the home, school, and community. One strategy is to categorize pictures or items on a list. "Flash cards" could be used.

Note that the flash cards they create are a "good."



Distractor Factor

It is sometimes difficult to differentiate between goods and services (i.e., preparing a meal is a service; the meal itself is a good).



Level of Difficulty (based on local data)

- Moderate Challenging

(1.9) Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:

(C) identify examples of choices families make when buying goods and services



Content Builder

What do the students need to know?

Content

Families make choices when buying goods and services. The concept is scarcity.

Connections

This standard is supported by student expectations 1.9A and 1.9B and connects with Social Studies Skills TEKS 1.19B (use a decision-making process). It helps lay the foundation for understanding other economics concepts including consequences, opportunity cost, work, jobs, and their relationships to each other.

To what degree will this learning impact learning 2 years down the road?

Understanding the choices people make is an important foundational concept related to more complex concepts of scarcity, market, and free enterprise that are introduced in Grade 3.



Academic Vocabulary

- Choice
- Buy
- Goods
- Services



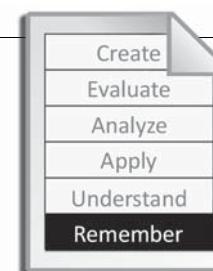
Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

The student expectation asks students only to identify examples of choices families make. Use books and real-life experiences to help students recognize that decisions are made and to spur discussion of choices that people (real or fictional) make. Students can include personal experiences about choices their families have made. Relate to choices people make in meeting their needs (1.7A).

Use Social Studies Skills TEKS 1.19B (use a decision-making process) to help students recognize the choices and become familiar with the process of making a decision.



Distractor Factor

Students often think that choices are between "good" and "bad." Economically, choices may be among options that are "not what I want," "not wonderful," and "worse." Choices are difficult and may involve ethical questions of degree. The decision-making process and identifying options is very important. There are always options, but they just may not involve a desired outcome. A related misconception is that there are two opposite options. There may be multiple options, and they may not be clearly good or bad or right or wrong.



Level of Difficulty (based on local data)

- Moderate Challenging

(1.11) 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



Content Builder

What do the students need to know?

Content

Laws and rules in the home, school, and community serve a purpose. Supporting standard 1.11B spells out the purpose as “establish order, provide security, and manage conflict.” (In Kindergarten, student expectation K.8B states that rules “provide order, security, and safety.”)

Connections

This standard connects the concepts of rules, laws, and government. Additionally, it supports the concepts of community and responsibility.

To what degree will this learning impact learning 2 years down the road?

The relationship between rules and government scaffolds in the primary grades with the foundation being laid in an understanding of rules. In Kindergarten, students understand the purpose of rules. In Grade 1, students understand the purpose of rules and laws. In Grade 2, students understand the purpose of governments. In Grade 3, students understand the basic structure and function of government.



Academic Vocabulary

- Rule
- Law
- Community



Rigor Implications

Verb

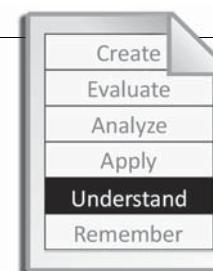
- Explain

Level of Bloom's Taxonomy

- Understanding

Instructional Implications

Once students understand the purpose for rules and laws, provide opportunities to explain why we have rules and laws. Use classroom, school, and community rules as well as rules in student homes that meet the criteria. Include discussions of laws (systems of rules and regulations of a community, whether by government or custom, recognized as binding and enforceable).



Distractor Factor

The idea of breaking a law is sometimes confusing to students. Not following a rule in the classroom is not the same as breaking a law.



Level of Difficulty (based on local data)

- Moderate Challenging

Grade 1 Social Studies

(1.12) Government. The student understands the role of authority figures, public officials, and citizens. The student is expected to:

(C) identify and describe the roles of public officials in the community, state, and nation



Content Builder

What do the students need to know?

Content

Public officials act as authority figures in the community, state, and nation.

Connections

In connection to growing student understanding of authority figures, and to lay the foundation for conceptual understanding of government, students begin to recognize a variety of people as authority figures, including public officials and citizens. Supporting student expectations related to this Readiness Standard look at the roles and responsibilities of good citizens (1.12C) and other authority figures (1.12A). This connects to the concepts of community, government, authority, consent of the governed, and responsibility.

To what degree will this learning impact learning 2 years down the road?

In Kindergarten, students identify authority figures. In Grade 1, students identify and describe the roles of public officials (public officials are authority figures in the community). In Grade 2, students compare the roles of public officials including the executive branch figures of mayor, governor, and president and identify ways public officials are selected (election or appointment). In Grade 3, students identify local, state, and national government officials and explain how they are chosen.



Academic Vocabulary

- Public official
- Role



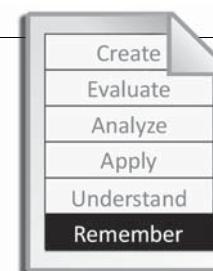
Rigor Implications

Verb

- Identify
- Describe

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Use pictures, stories, and other resources to provide students with opportunities to identify public officials in the community, state, and nation; learn about their roles in the community, state, and nation; and then describe those roles. Choose public officials whose roles students can understand and see evidence of, including local elected officials, state officials, and national officials (mayor, governor, and president are required in Grade 2). Also include appointed officials at the local, state, and national levels.

- Public official: person elected or appointed to carry out some portion of a government's authority; a person in charge of some public work or duty.
- Role: the part a person plays in a situation; the expected behavior of an individual



Distractor Factor

Though many of the most well-known public officials are elected, not all are. But public officials who are appointed are appointed by elected officials who were elected to represent the public. (Example: The governor of Texas, an elected public official, appoints members of the state board of dental examiners who oversee and enforce the rules/laws that ensure our safety in dental offices.)



Level of Difficulty (based on local data)

- Moderate Challenging

(1.14) 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:

(E) explain how patriotic customs and celebrations reflect American individualism and freedom



Content Builder

What do the students need to know?

Content

American patriotic customs and celebrations reflect American beliefs, including beliefs in individualism and freedom.

Individual rights and freedoms are ideas on which the United States was founded. They are reflected in the founding documents and in our national symbols. National customs and celebrations regularly remind us of these ideas.

Connections

This student expectation connects with the concepts of patriotism, symbols, customs, celebrations, beliefs, principles, national identity, individualism, and freedom.

Student expectations related to this Readiness Standard include 1.1A (celebrations), 1.2B (historical figures who exhibit individualism and inventiveness), and 1.14A, B, C, D, F (specific symbols, pledges, anthems and mottoes, voting, Constitution Day, and freedom).

To what degree will this learning impact learning 2 years down the road?

In Kindergarten, students identify customs related to patriotic celebrations (President’s Day, Veterans Day, Independence Day), symbols (flags, pledges) and customs (voting, Constitution Day). Grade 1 requires students to explain how patriotic customs and celebrations reflect American individualism and freedom. In Grade 2, students identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.



Academic Vocabulary

- Patriotism
- Custom
- Celebration
- Individualism
- Freedom



Rigor Implications

Verb

- Explain

Level of Bloom’s Taxonomy

- Understanding

Instructional Implications

Americans value the qualities of individualism and freedom, which play a large part in the country’s national identity. When Americans celebrate, these characteristics underlie the celebrations.

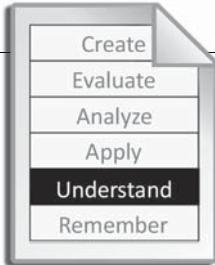
Two pieces of learning come together in this student expectation: patriotic celebrations and core beliefs in individualism and freedom.

Provide opportunities for students to learn about patriotism and the way Americans show their patriotism (flags, pledges, songs, symbols, demonstrating support by participating in parades). Use stories, songs, pictures, and personal experiences to develop the concepts.

Provide opportunities for students to recognize the part individualism and freedom play in the belief system of

America. Use patriotic holidays in 1.1A as examples: Independence Day, which celebrates the Declaration of Independence and its core beliefs, and Veterans Day, which honors those who fight to protect American values, as well as Constitution Day (1.14F). Also relate to the patriotic symbols in 1.14A (the Liberty Bell, the Statue of Liberty).

- Patriotism: love and devotion to country
- Individualism: a belief in the importance of the values, rights, and interests of the individual and with which the state should not interfere. America, from its inception with the Declaration of Independence, has always held individual rights in high regard, and many of the country’s customs (i.e., first amendment, voting so each individual’s voice is heard) and symbols celebrate that idea.
- Freedom: the right to think and act without coercion or constraint. Freedom has been of key importance to America since its inception with the Declaration of Independence. Many customs, symbols, and celebrations celebrate the belief in freedom (i.e., Independence Day, Liberty Bell, Bill of Rights, Statue of Liberty).



Distractor Factor

Individualism is a difficult concept for small children to grasp and sometimes becomes interpreted as entitlement – because I think/want “this,” it should be.



Level of Difficulty (based on local data)

- Moderate
- Challenging

Grade 1 Social Studies

(1.15) 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



Content Builder

What do the students need to know?

Content

Beliefs, customs, language, and traditions are some of the cultural characteristics of a place and people. Cultural characteristics are part of the human characteristics of place.

These cultural components are important to families. Families recognize the importance of beliefs, customs, language, and traditions to the development and strengthening of familial bonds and retaining connections with their heritage by highlighting their beliefs, customs, language, and traditions.

These cultural components are important to communities, which reflect the beliefs of the families within them, as well as the beliefs of the state and national communities. Ethnic, cultural, and heritage celebrations are often included in communities.

Connections

This standard connects to the concepts of human characteristics of place and culture.

To what degree will this learning impact learning 2 years down the road?

Important concepts related to this standard continue to be studied in coming years. Kindergarten looked at the importance of customs and traditions in the family. Grade 1 looks at the importance of various beliefs, customs, language, and traditions of families and communities. Grade 2 asks students to identify the significance of various ethnic and/or cultural celebrations. In Grade 3, students explain the significance of various ethnic and/or cultural celebrations in the local community and other communities.



Academic Vocabulary

- Belief
- Customs
- Language
- Traditions



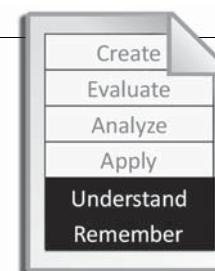
Rigor Implications

Verb

- Describe
- Explain

Level of Bloom's Taxonomy

- Remembering
- Understanding



Instructional Implications

Provide students with opportunities to identify various beliefs, customs, languages, and traditions of families and communities. Include characteristics of the cultures represented in the classroom/school/community as well as the state and national communities. Describe and explain the importance to the families and communities of various beliefs, customs, languages, and traditions.



Distractor Factor

There are similarities and differences in the culture of various communities. The differences add depth to the communities, such as the German heritage of Fredericksburg and the Spanish heritage of San Antonio.



Level of Difficulty (based on local data)

- Moderate Challenging

(1.16) Science, technology, and society. The student understands how technology affects daily life, past and present. The student is expected to:

(B) describe how technology changes communication, transportation, and recreation



Content Builder

What do the students need to know?

Content

Technology changes communication, transportation, and recreation. It changes the way people live and work.

Connections

This standard connects technology advances with ways of meeting needs, with jobs and work, with historical events, and with change. It also connects easily with timelines and the concepts of past and present.

To what degree will this learning impact learning 2 years down the road?

The concepts and requirements are very similar for Kindergarten through Grade 2. In Grade 3, the idea of change in communication, transportation, and recreation is related to specific scientists and inventors and scientific breakthroughs and technology.



Academic Vocabulary

- Technology
- Communication
- Transportation
- Recreation
- Past
- Present



Rigor Implications

Verb

- Describe

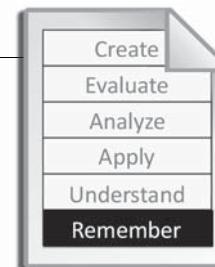
Level of Bloom's Taxonomy

- Remembering

Instructional Implications

Provide opportunities for students to learn about examples of technological changes in communication, transportation, and recreation and describe how new technology changed people's lives. Use content regarding technological changes to create simple timelines showing, for example, changes in communication technology over time (i.e., petroglyphs, cuneiform writing on clay tablets, writing on paper, mail delivery, Pony Express, telegraph, telephone with wires, wireless telephone, and instant message).

Use photographs to identify examples of technology shown and to compare tasks past and present.



Distractor Factor

Technology is not limited to computers. Technology is any invention that improves the life of people. The pencil and Gutenberg Press were technological advances.



Level of Difficulty (based on local data)

- Moderate Challenging

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

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



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This student expectation supports Readiness Standard 1.1A (describe origins of holidays) by having students compare observances of holidays past and present.

The student expectation supports learning related to the concepts:

- celebration
- holiday
- chronology (past, present)
- compare

How does it support the Readiness Standard(s)?

This student expectation raises the level of discussion to compare observances, looking at past celebrations and current celebrations to determine similarities and differences and highlight the origins of the holidays.

Present Celebrations

- San Jacinto Day. The day is marked by a re-enactment at the battle site. Texans fly the Texas flag on that day and recall the reasons Texas sought independence and the people who fought for that freedom. An academic symposium is held each year at the University of Houston. Many towns and cities hold parades.
- Independence Day. Celebrated nationwide with parades and fireworks, speeches and picnics. People fly the American flag on the day, read the Declaration of Independence and recall the fundamental beliefs of the country, and remember the contributions and sacrifices people have made to ensure the continuation of the nation.
- Veterans Day. Celebrated with patriotic parades, ceremonies at cemeteries (including laying a wreath at the Tomb of the Unknown), and ceremonies to show appreciation for the service of veterans to the nation

Past Celebrations

- San Jacinto Day: In Austin in 1871, the Austin Brass Band led the volunteer fire department and Texas Veterans Association in a parade up Congress Avenue from Pecan Street (6th Street) to the Capitol for the first Austin celebration of San Jacinto Day.
- Independence Day was first celebrated in 1777. In Philadelphia, where the Declaration had been signed, they celebrated with a salute of 13 gunshots fired at dawn and dusk, speeches, an official dinner, a parade and troop review, and fireworks. The Declaration of Independence was read to public gatherings.
- Veterans Day was originally known as Armistice Day and was declared a holiday to celebrate the end of the first World War. President Wilson's speech on Nov. 11, 1919, said, "To us in America, the reflections of armistice Day will be filled with solemn pride in the heroism of those who died in the country's service and with gratitude for the victory, both because of the thing from which it has freed us and because of the opportunity it has given America to show her sympathy with peace and justice in the councils of the nations." The day was marked with parades and speeches, and the suspension of business for two minutes at 11 a.m. In 1938, legislation created the holiday to honor World War I veterans, saying the day was "dedicated to the cause of world peace and to be hereafter celebrated and known as 'Armistice Day.'" In 1954, the name was changed from Armistice Day to Veterans Day and the holiday now celebrates the service of all American veterans.

May be adjusted according to local curriculum



Academic Vocabulary

- Compare
- Present
- Past



Rigor Implications

Verb

- Compare

Level of Bloom's Taxonomy

- Analyzing



Instructional Implications

Provide opportunities for students to learn about holidays and celebrations in the past and present. Use books and stories, pictures, and other resources to help students build an understanding of the holidays (1.1A) and how the celebrations have changed over time and how they have remained the same. Categorizing sources as past or present or creating simple timelines are ways that can deepen understanding related to the requirements and coordinate with other TEKS.

(1.2) History. The student understands the origins of customs, holidays, and celebrations. 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



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This student expectation supports Readiness Standard 1.2C by providing specific content related to the concepts being developed.

How does it support the Readiness Standard(s)?

Provides content to use when comparing “the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation” and providing important information related to the history of the United States and to the development of historical thinking and understanding of concepts including chronology, good citizenship, patriotism, community, technology, and change.

May be adjusted according to local curriculum.



Academic Vocabulary

- Contribution
- Influence
- Community
- State
- Nation
- Historical figure



Rigor Implications

Verb

- Identify

Level of Bloom’s Taxonomy

- Remembering



Instructional Implications

Provide opportunities, through the use of primary and secondary sources, for students to learn about the lives and activities of historical figures, patriots, and good citizens who have helped shape the community, state, and nation. Include local community figures as well as those listed in the student expectation.

- Community historical figures, patriots, and good citizens helped shape the community, state, and nation by _____.
- Sam Houston’s contributions to help shape the state included serving as the first president of the Republic of Texas, serving in the U.S. Senate once Texas joined the union, and serving as governor of Texas. Houston also played a crucial role in the Battle of San Jacinto.
- George Washington’s contribution to help shape the nation included providing leadership as the leader of the Continental Army during the American Revolution, serving as the first president of the United States. He also was one of the Founding Fathers who was part of the Continental Congress that wrote the Declaration of Independence and of the Constitutional Convention that wrote the Constitution.
- Abraham Lincoln’s contributions to help shape the nation included serving as the sixteenth president during the time of the Civil War that included leading the nation through the crisis and putting the nation on the course to again become one nation so that “this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth.” He freed the slaves with the Emancipation Proclamation.
- Martin Luther King, Jr.’s contributions to help shape the nation included leading a national movement to establish equal rights for African Americans. King led by holding to the ideal of peaceful and non-violent demonstrations for equal rights. He worked tirelessly toward this goal and delivered his stirring “I Have a Dream” speech from the steps of the Lincoln monument, helping Americans see his vision of a nation that would “rise from the dark and desolate valley of segregation to the sunlit path of racial justice.”

(1.2) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:

(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



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This student expectation supports Readiness Standard 1.2C by providing other examples of individuals who have exhibited individualism and inventiveness. Additionally, it supports Readiness Standard 1.14E (explain how patriotic customs and celebrations reflect American individualism and freedom).

How does it support the Readiness Standard(s)?

This standard provides content to use when comparing “the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation,” especially in regard to beliefs central to the United States’ national identity – individualism and inventiveness and provides important information related to the history of the United States and to development of historical thinking and understanding of concepts including chronology, good citizenship, patriotism, community, individualism, freedom, change, and technology.

May be adjusted according to local curriculum.



Academic Vocabulary

- Historical figure
- Individualism
- Freedom
- Citizenship



Rigor Implications

Verb

- Identify

Level of Bloom’s Taxonomy

- Remembering



Instructional Implications

Provide opportunities for students to learn about historical figures, patriots, and good citizens who have exhibited individualism and inventiveness. Include local figures as well as:

- Alexander Graham Bell - exhibited inventiveness as the inventor of the telephone and techniques for teaching the deaf. He held many patents for new inventions and improvements to other inventions, including the phonograph.
- Thomas Edison - exhibited inventiveness as the inventor of the incandescent light bulb, the motion picture camera, the phonograph, a mechanical vote recorder, and other things. He originated the concept and implemented an electric power generation and distribution system to deliver electricity to communities, thus changing the way people live and work in communities.
- Garrett Morgan - exhibited inventiveness as the inventor of many safety and lifesaving devices, including a gas mask, smoke protector, and traffic signal.
- Richard Allen - exhibited individualism as the founder of the African Methodist Episcopal Church and as a leader in communities when he led volunteer efforts related to the yellow fever epidemic in 1793. He believed the individual could and should contribute to communities.

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

(B) describe and measure calendar time by days, weeks, months, and years



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standards 1.3A (distinguish among past, present, and future) and 1.3C (create a calendar and simple timeline).

How does it support the Readiness Standard(s)?

This standard provides guidance in age-appropriate vocabulary and skills related to the development of the concept of chronology.

May be adjusted according to local curriculum.



Academic Vocabulary

- Time
- Calendar
- Day
- Week
- Month
- Year



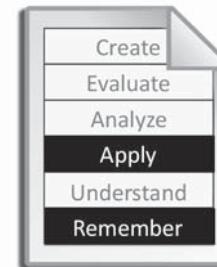
Rigor Implications

Verb

- Describe
- Measure

Level of Bloom's Taxonomy

- Remembering (describe)
- Applying (measure)



Instructional Implications

Provide opportunities for students to develop an understanding of time as measured in days, weeks, months, and years by creating calendars of events such as holidays and celebrations, lives and activities of historical figures, events in the school and classroom, and events in the lives of students. Talk about them using appropriate terms and relating the time intervals between events. Create calendars of events and measure the time interval between them using days, weeks, months, and years.

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

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



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

In connection with building geography skills (including locating places using the four cardinal directions, 1.4A), this student expectation provides opportunities to build on what was learned in Kindergarten Readiness Standard K.4A (use terms to describe relative location).

It also supports development of the central concept in geography, location, especially relative location.

How does it support the Readiness Standard(s)?

This standard helps build the concept of (relative) location and the student's understanding of the physical world. It provides opportunities to build on what was learned in Kindergarten Readiness standard K.4A (use terms to describe relative location: over, under, near, far, left, and right).

May be adjusted according to local curriculum.



Academic Vocabulary

- Location
- North
- South
- East
- West
- Over
- Under
- Near
- Far
- Left
- Right



Rigor Implications

Verb

- Describe

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Encourage students to describe the location of self and objects relative to other locations in the classroom and school whenever possible.

(1.6) History. The student understands various physical and human characteristics.
The student is expected to:

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



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This student expectation supports Readiness Standard 1.6A (identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather). It also supports Readiness Standard 1.6C to provide examples of how activities (human characteristics of place) are related to geographic location and physical characteristics of place. It also supports Readiness Standards related to economics, including 1.7A (ways people meet basic human needs), as well as the concepts of work and jobs.

How does it support the Readiness Standard(s)?

This student expectation provides an opportunity to focus on one portion of the Readiness Standard, natural resources, as a physical characteristic of place. It also provides examples of how activities (human characteristics of place) are related to geographic location and physical characteristics of place.

May be adjusted according to local curriculum.



Academic Vocabulary

- Natural resource
- Physical characteristic



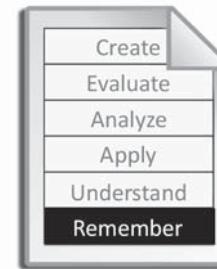
Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Provide opportunities for students to identify natural resources (1.6A) in the community, state, and nation. Build understanding of natural resources by creating a list of natural resources.

Also help students develop an understanding that natural resources are used by people to help meet their needs (and wants), including by using the natural resources directly and by using the natural resources to create products. Use pictures and the real world of the classroom, home school, and community for examples (i.e., Chairs are made from the natural resource wood; food is made from natural resource plants. We use the natural resource oil to power our cars; we use the natural resource coal to produce power to heat our homes). Information related to this student expectation can be used with maps and globes (1.5A) to locate natural resources and the concept of location to describe the location of natural resources (1.4A, i.e., Lake Livingston, which provides drinking water for Houston, is located north of Houston.).

- Natural resource: materials that occur naturally in the environment. Natural resources include air, sunlight, water, minerals, fossil fuels, forests, animals, land, gases, and other elements. People make products from natural resources.

(1.7) Economics. The student understands how families meet basic human needs.
The student is expected to:

(B) describe similarities and differences in ways families meet basic human needs



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This student expectation fully supports Readiness Standard 1.7A (describe ways that families meet basic human needs). It connects to basic human needs and choices, as well as supporting the concepts of individualism and freedom (i.e., people are free to make choices concerning their daily lives as long as those choices are within the rules and laws.)

How does it support the Readiness Standard(s)?

Comparing the ways families meet basic human needs leads to deeper understanding that people, who have the same basic human needs of food, clothing, and shelter, make different choices about how to meet those needs.

May be adjusted according to local curriculum.



Academic Vocabulary

- Basic human needs
- Compare
- Similar
- Choice
- Different



Rigor Implications

Verb

- Describe

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Students grasp the concept of meeting basic human needs and can provide examples of how families meet needs. They then need to be able to compare those ways, describing similarities and differences between families.

Use characters and situations in books as well as appropriate situations in real life, perhaps with examples from the teacher's or students' lives. Relate to choices people/families make in meeting basic human needs (food, clothing, shelter).

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

(B) identify ways people exchange goods and services



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This student expectation fully supports Readiness Standard 1.8A (identify examples of goods and services in the home, school, and community) and expands and deepens understanding of economic concepts by also introducing the idea of exchange (1.8B) in connection with the concept of markets (1.8C). Introduction of these concepts in Grade 1 helps scaffold student learning related to economic understanding to be developed in later courses. The idea that people can meet their needs through selfproducing, purchasing, and trading was introduced in Kindergarten (K.6C).

How does it support the Readiness Standard(s)?

Provides opportunities for students to see how the economic system works with regard to goods and services related to people's needs and wants.

May be adjusted according to local curriculum.



Academic Vocabulary

- Goods
- Services
- Exchange



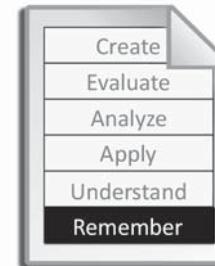
Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Tie the idea of meeting needs (getting the goods and services they need) to concepts such as natural resources, selfproducing, purchasing, and trading. Use examples found in books and real life.

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

(C) identify the role of markets in the exchange of goods and services



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This student expectation supports Readiness Standard 1.8A.

How does it support the Readiness Standard(s)?

This student expectation provides vocabulary (markets) and conceptual understanding of key economic concepts related to meeting needs.

May be adjusted according to local curriculum.



Academic Vocabulary

- Market
- Goods
- Services
- Exchange



Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Build student understanding of the concept of market by providing opportunities to witness and participate in markets, perhaps by acting out scenarios designed to develop an understanding of exchanges in markets. Read stories where money, items, services, or information is exchanged to provide examples where students can identify markets and how they expedite the exchange of goods and services.

- A market is an environment that allows buyers and sellers to exchange goods and services in a way that both parties benefit. Stores and malls, farmers markets and roadside stands, individual exchanges of lunch items in the cafeteria, the stock market, the internet, Craigs List, and eBay are examples of markets. In a free enterprise (free market) system, there is little government intervention in the exchange of goods and services.

(1.9) 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



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This student expectation supports Readiness Standard 1.9C (identify examples of choices families make when buying goods and services). It supports understanding of economics concepts including goods, services, and choice, and it lays the foundation for understanding the concept of scarcity.

How does it support the Readiness Standard(s)?

It helps students understand why families make choices when buying goods and services and helps scaffold content for future learning by providing foundation for the idea of scarcity, which is more specifically discussed in Grade 3.

May be adjusted according to local curriculum.



Academic Vocabulary

- Want



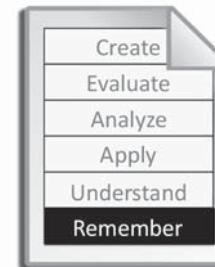
Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Students provide examples from their own lives of wanting more than they can have. Provide opportunities to listen to stories where characters have encountered situations where they wanted more than they could have so students can safely consider the consequences of choices related to wanting more than they can have. Use incidents from lives of historical figures; use Aesop's fables (1.15B) or cultural aphorisms (i.e., You can't have your cake and eat it too.) to deepen understanding. Perhaps write a class (or individual or group) story about a time when people wanted more than they could have or draw a cartoon to convey the choices and consequences.

(1.9) Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:

(B) explain why wanting more than they can have requires that people make choices



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This student expectation fully supports Readiness Standard 1.9C by adding depth of understanding to abstract economic concepts. Learning related to this student expectation scaffolds content for future learning.

How does it support the Readiness Standard(s)?

This student expectation is related to the economic concept of opportunity cost.

May be adjusted according to local curriculum.



Academic Vocabulary

- Choice
- Want
- Consequence



Rigor Implications

Verb

- Explain

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Relate this SE to information gathered for student expectations 1.9A and 1.9C. Provide students with opportunities to use this information and other real or fictional experiences to explain why wanting more than they can have requires people to make choices. Perhaps use in connection with events in the past, present, and future to build understanding and reinforce concepts of time and the idea that choices made by individuals (historical figures, patriots, and good citizens) influence their lives and the communities where they live.

(1.10) 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



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Grade 1 readiness standard 1.7A (describe ways that families meet basic human needs). It supports the economic concepts of work and jobs emphasized in Kindergarten (K.7) and Grade 2 (2.9) standards, as well as a deeper understanding of goods and services, markets, and choices. It also contributes to the foundation for understanding the free enterprise system and to the idea that individuals contribute to the community.

How does it support the Readiness Standard(s)?

This student expectation introduces students to the idea that people work to earn an income to purchase goods and services (Grade 2, 2.9A).

May be adjusted according to local curriculum.



Academic Vocabulary

- Job
- Characteristic
- Performance
- Well performed
- Work
- Value



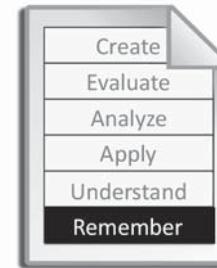
Rigor Implications

Verb

- Describe

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Students in Kindergarten identified jobs in the home, school, and community (K.7A). For Grade 1, students look more closely at those jobs and recognize and describe the components of the job (i.e., the classroom job of erasing the board may include the following task components: 1. Recognizing that the board needs erasing, 2. Determining what parts of the board should be erased and what should remain, 3. Using appropriate tools to erase the board, 4. Cleaning the tools as needed). Students then determine the characteristics of performing those tasks in an acceptable manner to do the job well.

Provide opportunities for students to describe the components of a variety of jobs, as well as describe the characteristics of the job well performed.

Jobs in the home, school, and community can be examined. Checklists for classroom jobs can be created. Supports development of skills related to self-evaluation, which become increasingly important as students grow.

(1.10) Economics. The student understands the value of work. The student is expected to:

(B) describe how specialized jobs contribute to the production of goods and services



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Grade 1 Readiness Standard 1.7A (describe ways that families meet basic human needs). It also supports the economic concepts of work and jobs emphasized in Kindergarten (K.7) and Grade 2 (2.9) standards.

How does it support the Readiness Standard(s)?

This student expectation introduces students to the idea that people work to earn income to purchase goods and services (Grade 2, 2.9A)

May be adjusted according to local curriculum.



Academic Vocabulary

- Specialized
- Job
- Contribute
- Produce
- Goods
- Services



Rigor Implications

Verb

- Describe

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

- Specialization: limited resources are more efficiently used if the resources specialize (i.e., labor, capital, land, entrepreneurship. These could include natural resources, time, skilled workers).

At the first grade level, the complex concept could be related to what students know. For example, one of the ways people can meet their needs is to self-produce (K.6C). To self-produce and meet basic needs for food, clothing, and shelter, people would have to be expert in everything and have ample access to resources, including time. By specializing and working with others in a community, people do not have to be expert in everything; they can produce in one area and participate in markets to obtain other goods and services. Specializing in one area allows people to use the resources they have to become expert and produce more and better products (goods and services) that have more value.

(1.11) Government. The student understands the purpose of rules and laws. The student is expected to:

(B) identify rules and laws that establish order, provide security, and manage conflict



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This student expectation supports Readiness Standard 1.11A (explain the purpose for rules and laws in the home, school, and community).

Requirements in this student expectation build on learning from Kindergarten and help transition from basic understanding of the need for rules and authority figures to understanding the related need for laws and government (Grade 2 and Grade 3) and how government functions, which continues as a major focus throughout the social studies courses.

How does it support the Readiness Standard(s)?

This standard defines the purposes for rules and laws in the home, school, and community to which 1.11A refers.

May be adjusted according to local curriculum.



Academic Vocabulary

- Establish order
- Provide security
- Manage conflict
- Purpose



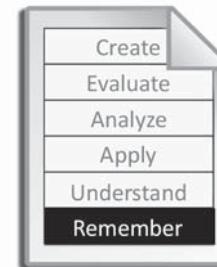
Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Provide opportunities for students to understand that rules serve a purpose in society. (i.e., The law that says to stop at stop signs and take turns establishes order, helps people be safe by keeping people from crashing into each other's cars, and keeps people from having disagreements about such crashes.)

Students provide examples of rules and laws and identify them as helping to establish order, provide security, and/or manage conflict. Other opportunities could include students identifying such rules and laws in stories and pictures.

(1.12) 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



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This student expectation supports the Readiness Standards by adding needed depth related to the concept of authority figures.

How does it support the Readiness Standard(s)?

The student expectation builds on learning from Kindergarten (K.9A: identify authority figures in the home, school, and community) and introduces public officials as authority figures in the community who help make and enforce rules for the community by acting as a representative of that community.

May be adjusted according to local curriculum.



Academic Vocabulary

- Public official
- Role
- Community
- State
- Nation
- Authority figure



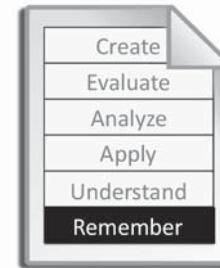
Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

In building an understanding that public officials and citizens act as authority figures in the community, students learn about the role public officials have as authority figures in the community, state, and nation. This learning is a step in learning about how the government (of the people, by the people, and for the people) acts with the consent of the governed to establish order, provide security, and manage conflict.

(1.12) Government. The student understands the role of authority figures, public officials, and citizens. The student is expected to:

(C) identify and describe the role of a good citizen in maintaining a constitutional republic



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

In relation to Grade 1 standard 1.12 (the role of authority figures, public officials, and citizens), this student expectation requires students to identify the role of good citizens in the society. The student expectation provides information that scaffolds learning to Grade 3 Readiness Standard 3.10B (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). It is also related to Grade 3 Readiness Standard 3.11A (supported by 1.13A and 2.13A) regarding characteristics of good citizenship.

How does it support the Readiness Standard(s)?

Two major components of society, government and the citizenry, are studied in Standard 1.12 (the role of authority figures, public officials, and citizens). The Readiness Standard focuses on the role of public officials; this student expectation focuses on citizens to help students understand the role of the governed in maintaining our society.

May be adjusted according to local curriculum.



Academic Vocabulary

- Citizen
- Good citizen
- Constitutional republic



Rigor Implications

Verb

- Identify

Level of Bloom’s Taxonomy

- Remembering

Instructional Implications

Good citizens have a role in the society as part of the “governed,” they help make and enforce rules and laws of society by becoming involved in the process (educating themselves about the issues, respectfully holding public officials to their word, and voting). They obey the rules and laws of the society set out by the public officials elected by the governed or appointed by those elected to enforce the rules and laws.

Provide opportunities in conjunction with other student expectations to help students understand the relationship between citizens and the government in our constitutional republic.

- Constitutional republic: 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 (definition from the Introduction to the TEKS, paragraph 6).
- Citizen: a person who by place of birth, nationality of one or both parents, or by going through the naturalization process has sworn loyalty to a nation. Defined in Amendment 14 of the Constitution as “All persons born or naturalized in the United States, and subject to the jurisdiction thereof,”
- Good citizen: a citizen who exhibits 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 (1.13A).



Grade 1 Social Studies

(1.13) 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



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This student expectation is included in Grade 1, Grade 2, and Grade 3. It is identified as a Readiness Standard in Grade 3, so supports Readiness Standard 3.11A, thus it helps scaffold content. It is related to concepts of rules and laws, citizenship, consent of the governed, national identity, responsibility, and choice.

How does it support the Readiness Standard(s)?

This student expectation introduces the characteristics of good citizenship. Understanding of these characteristics continues to build in Grade 2 and in Grade 3, where it is identified as a Readiness Standard.

May be adjusted according to local curriculum.



Academic Vocabulary

- Citizenship
- Good citizenship
- Truthfulness
- Justice
- Equality
- Respect
- Responsibility



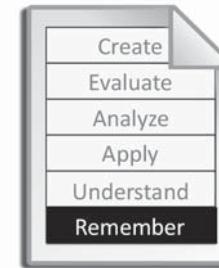
Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

According to the introduction to the TEKS (paragraph 1), one of the focal points for Grade 1 social studies is “to establish the foundation for responsible citizenship in society.” As such, this introduction in Grade 1 to the characteristics of good citizenship is central to the year’s studies.

When asked to answer the question, “What do we as Americans believe?”, the answer would be, “As Americans we believe in 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.” Good citizens are people who hold these beliefs and who choose to act in ways that exemplify these beliefs.

Recognize, and help students learn to recognize, acts of good citizenship exhibited by the people around them (fellow students, community members, characters in stories, etc.) Throughout the year provide examples of good citizens and their actions and discuss choices related to those actions. Include historical figures identified in 1.13B (Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt) and other individuals (1.13C), including local good citizens, as examples throughout the year.

Provide opportunities for students to begin to see themselves as good citizens.

(1.13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:

(B) identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This student expectation supports the Readiness Standard in Grade 3 (3.11A) by providing explicit examples of historical figures who have exemplified good citizenship.

How does it support the Readiness Standard(s)?

This student expectation provides explicit examples of historical figures who have exemplified good citizenship.

May be adjusted according to local curriculum.



Academic Vocabulary

- Historical figure
- Good citizenship



Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

- Benjamin Franklin – (1706-1790) exhibited good citizenship in ways including:
 - participating in government by educating oneself about the issues (contributing to the writing of the Declaration of Independence and the U.S. Constitution, acting as ambassador and postmaster, being writing and printing pamphlets, negotiating the Paris Peace Treaty in 1783).
 - showing responsibility in daily life (inventing things that improve the lives of people in the community, including founding a lending a library, a volunteer fire department, the Franklin stove, bifocals, lightning rod). Franklin had a strong sense of civic duty and was concerned with making choices keeping in mind the common good. He was frugal, hard-working, and well-respected by community members. Many well-known sayings are attributed to Ben Franklin (a penny saved is a penny earned; you may delay but time will not; well done is better than well said).
 - believing in equality, Franklin was president of the Society for Promoting the Abolition of Slavery and wrote an anti-slavery treatise
- Francis Scott Key: (1779-1843) Remembered for writing the words to the “Star Spangled Banner” while serving in the militia during the War of 1812. He was patriotic and valued education. Key was an attorney and was often referred to as a model citizen by many because of his honesty and loyalty to his country. He exhibited good citizenship in ways including:
 - assuming responsibility in daily life (volunteering to put himself in danger to negotiate the release of prisoners being held by the British at Fort McHenry during the war of 1812)
 - participating in government by educating oneself about the issues,(a lawyer, Key served as a U.S. State District Attorney)
- Eleanor Roosevelt – (1884-1962) exhibited good citizenship in ways including:
 - showing responsibility in daily life (was an advocate for the poor and dedicated much of her life to ensuring that children acquire an education)
 - believing in equality, respect, and justice (helped to pass the Universal Declaration of Human Rights, stood up for Marian Anderson and resigned her membership in the DAR when they refused to let her sing, recipient of the UN Human Rights Prize)
 - participating in government by being educated on issues (gave speeches and made public appearances in support of ideas she believed in)

(1.13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:

(C) identify other individuals who exemplify good citizenship



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This student expectation supports the Readiness Standard in Grade 3 (3.11A) by providing an opportunity to introduce other examples of good citizenship, including acts of good citizenship exemplified by local people, contemporary people, people known to the students, etc.

How does it support the Readiness Standard(s)?

This student expectation offers an opportunity to introduce other examples of good citizenship, including acts of good citizenship exemplified by local people, contemporary people, people known to the students, etc., which can help students more fully understand the characteristics of good citizenship. Can also help students see how individuals can influence a community and lead to understanding how they themselves can make choices to be a good citizen.

May be adjusted according to local curriculum.



Academic Vocabulary

- Good citizenship



Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Provide opportunities for students to learn about other individuals who exemplify good citizenship, including local individuals, contemporary individuals, and people known to the students. Help students build deeper understanding of the characteristics of good citizenship that align with the American identity and American beliefs by recognizing that good citizens are people around them who make choices to act in ways that exemplify good citizenship. Help students conclude that they, too, can make choices to be good citizens.

(1.14) 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



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This student expectation supports Readiness Standard 1.14E (explain how patriotic customs and celebrations reflect American individualism and freedom) by providing specific examples of symbols that reflect patriotic customs and celebrations.

The student expectation connects with the concepts of patriotism, celebrations, national (and state) identity, location, and human characteristics of place.

How does it support the Readiness Standard(s)?

Customs, celebrations, and symbols are part of learning for all primary grades. In addition to providing explicit examples of symbols to include in instruction related to patriotic customs and celebrations reflect American values (individualism and freedom), the specific symbols included in this standard can help students differentiate between state and nation by recognizing these human characteristics of place and supporting students' ability to locate the state and nation (1.5B)

May be adjusted according to local curriculum.



Academic Vocabulary

- State
- Nation
- Patriotic
- Symbol



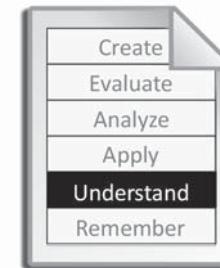
Rigor Implications

Verb

- Explain

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

- Liberty Bell – national symbol of freedom
- Statue of Liberty – national symbol of freedom; reflects individuals' (immigrants') choices to leave one way of life in favor of an opportunity to be free
- Alamo – state symbol of the fight for freedom (from Mexican rule) and reflection of individuals' choices to fight for what they believe

(1.14) 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:

(B) recite and explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This student expectation supports Readiness Standard 1.14E (explain how patriotic customs and celebrations reflect American individualism and freedom).

The student expectation connects with the concepts of customs and traditions, patriotism, celebrations, and national (and state) identity.

How does it support the Readiness Standard(s)?

The custom of reciting the pledges reflects patriotic customs and individuals' beliefs in America.

May be adjusted according to local curriculum.



Academic Vocabulary

- Pledge
- Allegiance
- Republic
- Nation
- Indivisible
- Liberty
- Justice
- Honor
- State



Rigor Implications

Verb

- Recite
- Explain

Level of Bloom's Taxonomy

- Remembering (recite)
- Understanding (explain)



Instructional Implications

Saying the pledges at the beginning of each day (custom) and at the beginning of public meetings (like PTA meetings) emphasizes the importance of customs that remind us of what is important to us (beliefs and ideas on which the nation was founded). It strengthens our bond with the national (and state) community. This same student expectation is a requirement in Kindergarten, Grade 1, and Grade 2. By saying the pledges each morning as a group, students build skills so they can recite independently at some point.

In Grade 1, students also need to explain the meaning of the pledges. Activities where students examine the meaning of phrases within the pledges and the meanings overall will help students accomplish this goal.

- Pledge of Allegiance – “I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands; one Nation under God, indivisible, with liberty and justice for all. “ (1954)
- Pledge to the Texas Flag – “Honor the Texas flag. I pledge allegiance to thee, Texas, one state under God, one and indivisible.”

(1.14) 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:

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



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This student expectation supports Readiness Standard 1.14E (explain how patriotic customs and celebrations reflect American individualism and freedom).

The student expectation connects with the concepts of customs and traditions, patriotism, and national (and state) identity.

How does it support the Readiness Standard(s)?

Singing the national anthem (or state song) strengthens bonds with the nation (state) by reminding people what is important, what they celebrate, and the history and ideas that they share. Being able to identify them as patriotic customs of the state and nation is the requirement of the student expectation.

May be adjusted according to local curriculum.



Academic Vocabulary

- Anthem
- Motto



Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

- U.S. anthem: "The Star Spangled Banner"
- Texas state song: "Texas, Our Texas"
- U.S. motto: (1956) - "In God We Trust"
- Texas motto: "Friendship"

(1.14) 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:

(D) explain and practice voting as a way of making choices and decisions the Pledge to the Texas Flag



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This student expectation supports Readiness Standard 1.14E (explain how patriotic customs and celebrations reflect American individualism and freedom).

The student expectation connects with the concepts of customs and traditions, patriotism, national (and state) identity, constitutional republic, and good citizenship.

How does it support the Readiness Standard(s)?

Voting is a custom and tradition in the United States. It provides people with an opportunity to demonstrate their ideas about individualism (their individual ideas are important and heard) and freedom (a secret ballot ensures people have the freedom to vote on their beliefs).

People vote as one way to voice their beliefs and help to maintain our constitutional republic form of government (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).

May be adjusted according to local curriculum.



Academic Vocabulary

- Vote
- Choice
- Decision



Rigor Implications

Verb

- Explain
- Practice

Level of Bloom's Taxonomy

- Understanding (explain)
- Applying (practice)



Instructional Implications

Provide opportunities for students to vote in the classroom and school to exercise their voice in classroom choices and decisions. To do this, students must be familiar with the way the voting system works (majority wins, but an opportunity to have minority voices heard) and be able to use the decision-making process (1.16B).

Provide opportunities for students to explain how voting is a way of making choices and decisions.

(1.14) 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:

(F) identify Constitution Day as a celebration of American freedom



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This student expectation supports requirements spelled out in the TEKS Introduction, Paragraph 7, including “lay the foundation for subsequent learning” related to Celebrate Freedom Week. This student expectation is related to history concepts in 1.1 as well as citizenship concepts including national identity. It also relates to the government concept of rules and laws since the Constitution frames the laws of the nation. Constitution Day, from K-12, provides experiences that deepen student understanding of foundational beliefs of the nation, national identity, and community.

How does it support the Readiness Standard(s)?

Constitution Day is a national patriotic holiday (1.1A).

May be adjusted according to local curriculum.



Academic Vocabulary

- Constitution/constitution
- Freedom
- Belief
- Founding document



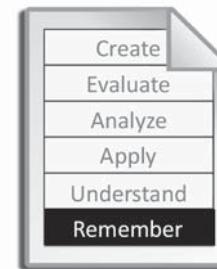
Rigor Implications

Verb

- Identify

Level of Bloom’s Taxonomy

- Remembering



Instructional Implications

Students continue their study related to the Constitution (begun in Kindergarten K.10C and continuing through all courses with the celebration of Constitution Day. People celebrate what is important to them, and so on Sept. 17 we commemorate the signing of the Constitution on Sept. 17, 1787. The Constitution delineates the structure for the government of the constitutional republic set up to emphasize individual freedom.

(1.15) Citizenship. The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to:

(B) explain the way folktales and legends such as Aesop’s fables reflect beliefs, customs, language, and traditions of communities



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This student expectation supports Readiness Standard 1.15A (describe and explain the importance of various beliefs, customs, language, and traditions of families and communities). The student expectation connects with concepts including customs and traditions and human (cultural) characteristics.

How does it support the Readiness Standard(s)?

Retelling folktales and legends that reflect the beliefs, customs, and traditions of a family, culture, or community is one way to pass along those beliefs, customs, and traditions.

May be adjusted according to local curriculum.



Academic Vocabulary

- Folktale
- Legend
- Custom
- Tradition
- Belief



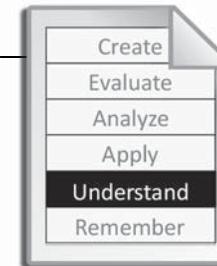
Rigor Implications

Verb

- Explain

Level of Bloom’s Taxonomy

- Understanding



Instructional Implications

Fables use stories with animal characters to deliver a message (moral) about a value or belief. The morals reinforce family and community beliefs. Like Franklin’s aphorisms, many of Aesop’s fables can be used to help students understand lessons about beliefs, customs, and traditions of communities. Other legends and folktales also reflect the beliefs of society.

Choose a message that reflects an applicable belief or lesson and use the stories to support student learning about the beliefs, values, and customs of families and the community. Where possible, include folktales and legends from the local community, cultures represented in the classroom and community, as well as those that reflect national identity including a belief in individualism and freedom.

Choose tales carefully, considering appropriateness to modern society, community values, and student readiness. Suggestions could include:

- value of work – The Ant and the Grasshopper
- truthfulness – The Boy Who Cried Wolf
- respect for oneself – The Farmer and the Stork
- freedom – The Wolf and the Dog
- fable: brief story that teaches a lesson or moral to be passed down through the generations. The morals reinforce family and community beliefs. The stories’ characters are often animals that speak and act like humans.
- folktale: tales told by people (the “folk”). Folktales usually reflect the values, customs, and traditions of a culture or society. Folktales are often handed down orally from generation to generation.
- legend: a traditional story or tale considered to be true but often consisting of a combination of truth and fiction. Legends often exemplify a value or truth a community or family wishes to be passed down. King Arthur stories are legends.

(1.16) Science, technology, 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



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This student expectation fully supports Readiness Standard 1.16B (describe how technology changes communication, transportation, and recreation) and provides content that will support Grade 2 Readiness Standard 2.17B (explain how science and technology change the ways in which people meet basic needs).

The student expectation connects with the concepts of change and basic needs, and the idea that individuals impact society. It can be used to support concepts related to chronology (past, present, timelines of changes).

How does it support the Readiness Standard(s)?

Families must meet basic needs. The ways families live affects how they meet their basic needs.

Technological changes impact how families communicate and how they live. For example, people used to wait months to receive a letter delivered by hand from across the ocean or country. Today, communication is immediate through email, texting, Skype, etc., and we cannot imagine not being able to get in touch with someone right now.

May be adjusted according to local curriculum.



Academic Vocabulary

- Technology
- Change
- Past
- Present



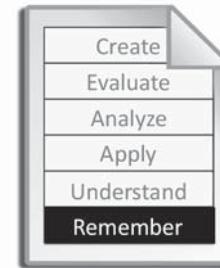
Rigor Implications

Verb

- Describe

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Provide opportunities for students to learn about technology changes in communication, transportation, and recreation. Use primary and secondary sources related to interests of students. Connect with chronology, especially Social Studies Grade 1 Readiness 37 past and present. Create simple timelines (1.3C).

Connect with ways people live, past and present, and the effect changes in technology have had.

(1.16) Science, technology, and society. The student understands how technology affects daily life, past and present. The student is expected to:

(C) describe how technology changes the way people work



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This student expectation fully supports Readiness Standard 1.16B (describe how technology changes communication, transportation, and recreation) and provides content that will support Grade 2 Readiness Standard 2.17B (explain how science and technology change the ways in which people meet basic needs).

The student expectation connects with the concepts of change and basic needs, and the idea that people work, and that work has changed over time. The student expectation can be used to support concepts related to chronology (past, present, timelines of changes).

How does it support the Readiness Standard(s)?

Families must meet basic needs; people work to help their families meet their basic needs.

Technological changes impact people's daily lives, including the work people do and how they do it.

May be adjusted according to local curriculum.



Academic Vocabulary

- Technology
- Work
- Change
- Past
- Present



Rigor Implications

Verb

- Describe

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Students use what they learned in Kindergarten about jobs in the home and school (K.7). Students provide examples of jobs in the present, including components of those tasks and tools and processes that are used to perform the jobs well (1.10A and 1.10B). Use primary sources (i.e., pictures and oral histories), books, and secondary sources to provide opportunities for students to learn about jobs in the past.

Students recognize how the jobs and work have changed over time and connect those changes to changes in technology.

Students describe how technology changes the way people work.