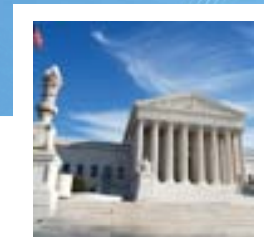
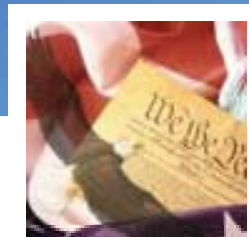




Kindergarten Social Studies

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

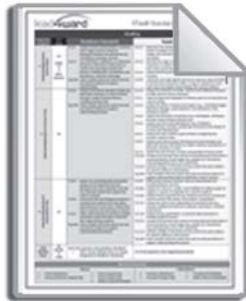
- assessing content and skills at a greater depth and higher level of cognitive complexity
- assessing more than one student expectation in a test item

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>K.1.A explain the reasons for national patriotic holidays such as Presidents' Day, Veterans Day, and Independence Day</p> <p>K.2.B identify contributions of patriots and good citizens who have shaped the community*</p> <p>K.3.B use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow**</p>	<p>K.1.B identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day</p> <p>K.2.A identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation</p> <p>K.3.A place events in chronological order**</p>
2 Geography and Culture	<p>K.4.A use terms, including over, under, near, far, left, and right, to describe relative location</p> <p>K.4.C identify tools that aid in determining location, including maps and globes*</p> <p>K.11.B identify similarities and differences among people such as music, clothing, and food*</p> <p>K.12.A describe and explain the importance of family customs and traditions**</p>	<p>K.5.A identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather**</p> <p>K.5.B identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location*</p> <p>K.11.A identify similarities and differences among people such as kinship, laws, and religion*</p> <p>K.12.B compare family customs and traditions</p>
3 Government and Citizenship	<p>K.8.A identify purposes for having rules*</p> <p>K.9.A identify authority figures in the home, school, and community</p>	<p>K.8.B identify rules that provide order, security, and safety in the home and school</p> <p>K.9.B explain how authority figures make and enforce rules*</p> <p>K.10.A identify the flags of the United States and Texas</p> <p>K.10.B recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag</p> <p>K.10.C identify Constitution Day as a celebration of American freedom</p> <p>K.10.D use voting as a method for group decision making</p>
4 Economics, Science, Technology and Society	<p>K.6.A identify basic human needs of food, clothing, and shelter*</p> <p>K.7.A identify jobs in the home, school, and community</p>	<p>K.6.B explain the difference between needs and wants</p> <p>K.6.C explain how basic human needs can be met such as through self-producing, purchasing, and trading*</p> <p>K.7.B explain why people have jobs</p> <p>K.13.A identify examples of technology used in the home and school</p> <p>K.13.B describe how technology helps accomplish specific tasks and meet people's needs*</p> <p>K.13.C describe how his or her life might be different without modern technology</p>

Process Standards (Social Studies Skills and Processes)

- K.4.B locate places on the school campus and describe their relative locations
- K.14.A obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music
- K.14.B obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts
- K.14.C sequence and categorize information
- K.15.A express ideas orally based on knowledge and experiences
- K.15.B create and interpret visuals, including pictures and maps
- K.16.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
- K.16.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 the 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.*

Kindergarten Social Studies

(K.1) History. The student understands that holidays are celebrations of special events. The student is expected to:

(A) explain the reasons for national patriotic holidays such as Presidents’ Day, Veterans Day, and Independence Day



Content Builder

What do the students need to know?

Content:

- Explain the reasons for national patriotic holidays (People celebrate/commemorate what is important to them, including people, ideas, and events important to our nation.)
 - Presidents’ Day: Celebrates contributions to our nation by presidents. Third Monday of February. (Presidents, through their beliefs, actions, and leadership, have contributed to our nation in ways that “preserve, protect and defend the Constitution of the United States.” Article Two, Section One)
 - Veterans’ Day: Honors military veterans, citizens who have served in the military. November 11. (Veterans, by their choices, actions, and sacrifices, have supported the ideals of the nation and helped ensure our nation’s security.)
 - Independence Day: Commemorates the signing of the Declaration of Independence on July 4, 1776. July 4. (The Declaration of Independence communicates the basic beliefs upon which our nation was founded. The individuals who wrote and signed the Declaration, through their convictions and actions, laid the foundation for our nation.)

Connections:

This standard connects to building a sense of community and of national identity that continues to build K-12. (Who are we as Americans? What do we believe? How do we act as a result of those beliefs?)

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

Concepts introduced in Kindergarten (explain the reasons) are built upon in following years. Grade 1 asks students to describe the origins of customs, holidays, and celebrations of the community, state, and nation (San Jacinto Day, Independence Day, Veterans Day); Grade 2 deepens understanding by requiring students to explain the significance of various community, state, and national celebrations (Veterans Day, Memorial Day, Independence Day, Thanksgiving). In Grade 3, students then apply what they know about specific celebrations to understand that they reflect the larger idea of community.

Note: Independence Day and Veterans Day are included in the K-2 courses. (Also note that Constitution Day and Celebrate Freedom Week is part of all courses. See Introduction, Paragraph 7, and TEKS K.10C.)



Academic Vocabulary

- Nation
- Patriotic
- Holiday
- Celebration



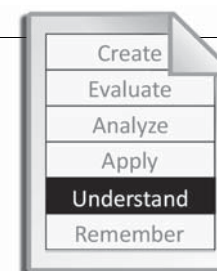
Rigor Implications

Verb

- Explain

Level of Bloom’s Taxonomy

- Understanding



Instructional Implications

The student expectation is not about celebrating the holidays; instead it focuses on the reasons for the holidays. Students must, of course, understand information about national patriotic holidays, but the performance requirement for the standard is explaining the reasons for those holidays. In Kindergarten, students begin to recognize the people, ideas, and events the nation celebrates; connect these to the ideas important to the nation; and then understand that we celebrate the people, ideas, and events important to our nation. Note that the standard says “such as,” so other patriotic holidays can be included.



Distractor Factor

Kindergarten students do not yet have an understanding of the concept of nation. They can recognize the manifestations of patriotism, but do not yet understand the concept.



Level of Difficulty (based on local data)

- Moderate Challenging

Kindergarten Social Studies

(K.2) History. The student understands how historical figures, patriots, and good citizens helped to shape the community, state, and nation. The student is expected to:

(B) identify contributions of patriots and good citizens who have shaped the community



Content Builder

What do the students need to know?

Content

Contributions by patriots and good citizens shape the community. Patriots and good citizens act in ways that reflect their beliefs; their choices and actions have consequences that shape the community. (What have patriots and good citizens done that has helped shape the community and contributed to making the community what it is today? What choices have they made?)

Connections

This standard is related to the concept of community and the idea that individuals shape communities. Supported by K.2B, which names historical figures who helped to shape the state and nation.

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

This standard is related to an understanding of good citizenship and how individuals contribute to the community, an idea that continues to be developed in coming years. Grades 1, 2, and 3 include the same standard (1.13A, 2.13A, 3.11A), requiring students to “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.”



Academic Vocabulary

- Patriot
- Community
- Good citizen



Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering

Instructional Implications

Provide opportunities for students to identify contributions of patriots and good citizens who have shaped the community.

- Include individuals named in K.2A as “historical figures who helped to shape the state and nation (Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro).
- Relate to national patriotic holidays (K.1A, such as Presidents’ Day, Veterans Day, and Independence Day). Patriotic holidays celebrate acts and contributions of patriots. Include local individuals, especially individuals with whom students are familiar.
- Examples could include community founder, acts of good citizenship by individuals, and actions (contributions) that have been instrumental in shaping the community (issues, laws, government, community culture, etc.)

Choose books/stories to read; allow students to identify contributions of patriots and good citizens who have shaped the community in the story.

How has the community been shaped by individuals? Who are the individuals who have shaped the community? What were the contributions by individuals that shaped the community?



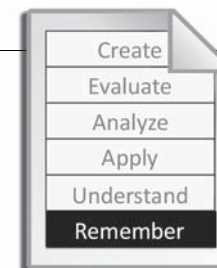
Distractor Factor

Students must identify the contributions, not just identify the people.



Level of Difficulty (based on local data)

- Moderate Challenging



Kindergarten Social Studies

(K.3) History. The student understands the concept of chronology. The student is expected to:

(B) use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow



Content Builder

What do the students need to know?

Content

Events occur in chronological order, which can be described using vocabulary terms including before, after, next, first, last, yesterday, today, and tomorrow. Placing events in chronological order helps people discuss them.

Connections

This standard is related to concepts of chronology (especially relative chronology), as well as sequence, and cause-effect. It lays the foundation for understanding the concept of eras and for talking about historic events.

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

Conceptual understanding related to chronology continues to grow and becomes increasingly complex K-12. In Kindergarten, the emphasis is on relative chronology building an understanding that events occur in order and that their order can be described using specific terminology. Related future standards include:

- Grade 1:
 - 1.3A: distinguish among past, present, and future;
 - 1.3B: describe and measure calendar time by days, weeks, months, and years;
 - 1.3C: create a calendar and simple timeline.
- Grade 2:
 - 2.2A: describe the order of events by using designations of time periods such as historical and present times;
 - 2.2B: apply vocabulary related to chronology, including past, present, and future;
 - 2.2C: create and interpret timelines for events in the past and present



Academic Vocabulary

- | | |
|----------|-------------|
| • Before | • Last |
| • After | • Yesterday |
| • Next | • Today |
| • First | • Tomorrow |



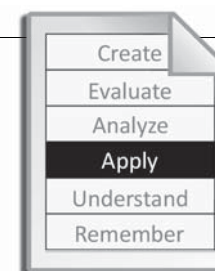
Rigor Implications

Verb

- Use

Level of Bloom's Taxonomy

- Applying



Instructional Implications

Provide opportunities for students to learn and use the terms, to understand the relationships between events, and be able to apply the terms by placing events in chronological order (K.3A) and using the terms to describe the chronological relationships. Use multiple times during the year, including to describe events during the school day, events during the year, and historical events related to Kindergarten content.

Choose books/stories to read; allow students to retell the story using vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow.



Distractor Factor

Yesterday, today, and tomorrow sometimes are confusing to young students, especially as tomorrow becomes today and then yesterday; these terms are relative. Providing students many opportunities to hear the terms and then use them, practicing putting a variety of events in order (in many situations and using other content) can prevent confusion in term use.



Level of Difficulty (based on local data)

- Moderate Challenging

(K.4) Geography. The student understands the concept of location. The student is expected to:

(A) use terms, including over, under, near, far, left, and right, to describe relative location



Content Builder

What do the students need to know?

Content

Terms that describe relative location (over, under, near, far, left, and right).

Connections

This standard is related to the geography concept of location (relative location; absolute location will be developed in a later year). It is related to Readiness Standard K.4C (identify tools that aid in determining location) and supported by K.4B (locate places on the school campus and describe their relative locations), which is listed as a Social Studies Skill.

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

The concept of location (relative and absolute) continues to build throughout K-12.

Grade 1:

- 1.4A: locate places using the four cardinal directions
- 1.4B: describe the location of self and objects relative to other locations in the classroom and school
- 1.5A: create and use simple maps
- 1.5B: locate the community, Texas, and the United States

Grade 2:

- 2.5A: interpret information on maps and globes using ... orientation (north, south, east, west)
- 2.5B: create maps to show places and routes
- 2.6A: identify major landforms and bodies of water
- 2.6B: locate places of significance



Academic Vocabulary

- Over
- Under
- Near
- Far
- Left
- Right



Rigor Implications

Verb

- Use

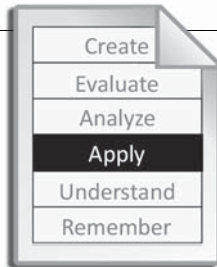
Level of Bloom's Taxonomy

- Applying

Instructional Implications

Provide students opportunities to understand the relationship between objects and then use terms related to relative location to deepen understanding. Use the terms in conjunction with requirements of K.4B (locate places on the school campus and describe their relative locations).

- Relative location: location of a place described in relation to the location of another place
- Absolute location: specific location of a place described using longitude and latitude



Distractor Factor

Students often have difficulty understanding left and right.



Level of Difficulty (based on local data)

- Moderate
- Challenging

(K.4) Geography. The student understands the concept of location. The student is expected to:

(C) identify tools that aid in determining location, including maps and globes



Content Builder

What do the students need to know?

Content

Maps and globes are tools that aid in determining location.

Connections

This standard supports learning related to the geographic concept of location, especially relative location.

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

The concept of location continues to be developed over time. The use of maps and globes as tools to gather information continues K-12.

In Grade 1, students understand the purpose of maps and globes by creating and using simple maps (1.5A) and locating places including the community, Texas, and the United States (1.5B). In Grade 2, students use simple geographic tools such as maps and globes to interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys (2.5A); and create maps to show places and routes within the home, school, and community (2.5B).



Academic Vocabulary

- Map
- Globe



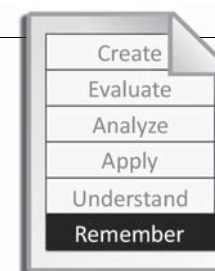
Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Students identify maps and globes as tools used to help determine location. (How can we find out where ___ is? Can we use a map or globe to find out?)

Use this standard in conjunction with K.4A (use terms to describe relative location) and K.4B (locate places on the school campus and describe their relative locations). For example, "I can see on the map that the library is near the cafeteria."



Distractor Factor

Students may have difficulty relating the two-dimensional map to representation on a globe and to the three-dimensional real world. Variation in scale of the maps and globes used is essential to developing the concepts, but can be a source of confusion. Scale is studied in Grade 3 (3.5B).



Level of Difficulty (based on local data)

- Moderate Challenging

Kindergarten Social Studies

(K.6) Economics. The student understands that basic human needs and wants are met in many ways. The student is expected to:

(A) identify basic human needs of food, clothing, and shelter



Content Builder

What do the students need to know?

Content

People have basic needs that must be met. These include:

- Food
- Clothing
- Shelter

Connections

Note that in the Science TEKS (K.9B), basic human needs are identified as food, water, and shelter.

Supporting student expectations K.6B (explain the difference between needs and wants) and K.6C (explain how basic human needs can be met such as through self-producing, purchasing, and trading) introduce key economics concepts and vocabulary, expanding the depth of the standard's requirements.

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

In Kindergarten, this student expectation (K.6A) introduces the very basic economic idea that people have basic human needs that must be met. Grade 1 expands the understanding to include the idea that families meet their basic human needs in different ways (they make different choices). Grade 2 introduces the idea of working to earn income. Grade 3 helps students see that once there is income, people make choices about how to meet their needs; these include spending, saving, and donating money. (All four courses, K-3, introduce basic economic vocabulary.)



Academic Vocabulary

- Needs
- Food
- Clothing
- Shelter



Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering

Instructional Implications

The Economics standards for Kindergarten work together to help students build an understanding of basic economic concepts.

- What do people need? Readiness Standard K.6A: food, clothing, shelter
- How do people meet those needs? K.6C: self-producing, purchasing, and trading
- What jobs do people have? Readiness Standard K.7A
- Why do people have jobs? K.7B: to earn money to be able to purchase goods and services to help meet needs

For Readiness Standard K.6A, provide opportunities for students to identify the basic human needs of food, clothing, and shelter. A 3-column chart can be used to categorize examples of food, clothing, and shelter.

List examples of food, clothing, and shelter and use pictures to build conceptual understanding. Pictures could include those used to study K.11 (similarities and differences among people) and K.5B (how the human characteristics of place such as ... shelter, clothing, food, ... are based upon geographic location).

Connecting to literature can help students develop understanding of economic concepts. The Virginia Council on Economic Education and the Indiana Council on Economic Education have publications that can help choose appropriate literature.



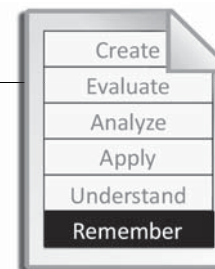
Distractor Factor

Be aware that Science TEKS K.9B identifies basic needs as food, water, and shelter. This difference can cause student confusion. The Social Studies TEKS identify basic needs in terms of human geography and economics rather than survival.



Level of Difficulty (based on local data)

- Moderate Challenging



Kindergarten Social Studies

(K.7) Economics. The student understands the value of jobs. The student is expected to:

(A) identify jobs in the home, school, and community



Content Builder

What do the students need to know?

Content

People have jobs in the home, school, and community. Jobs have value in society.

Connections

The knowledge and skills statement (K.7) requires that students understand the value of jobs. The student expectations lead students to that understanding by requiring that students identify jobs in the home, school, and community (K.7A) and explain why people have jobs (K.7B).

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

The concept of jobs expands K-3. In Kindergarten, students identify jobs. In Grade 1, students recognize that jobs have components. In Grade 2, students learn that work (jobs) provides income that can be used to purchase goods and services to meet wants and needs. In Grade 3, students expand on those concepts to see how businesses operate, providing jobs that provide income to workers and that contribute to accomplishing the goals of the business while providing goods and services to the community members.



Academic Vocabulary

- Job
- Value
- Work



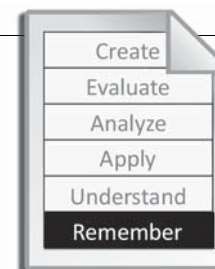
Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Provide students with opportunities to identify jobs

- in the home (such as: student - brush your teeth, take out the trash, keep your room organized; parent – cook meals, take children to school, pay bills),
- in school (such as: student – learns, acts as line leader; teacher – teaches, enforces rules; bus driver – safely delivers children to school; principal; cafeteria worker; custodian),
- in the community (such as: fireman, policeman, librarian, utility worker, gas station worker, waitress, business owner)

Brainstorm jobs in the home, school, and community to create an anchor chart. Provide opportunities for students to categorize the jobs as jobs in the home, school, and community. Use a 3-column chart and pictures/illustrations.

To help build a foundation for student understanding of the relationship between local, state, and community, students can recognize that the same people perform functions at different levels (the parent has jobs at home and also has a job in the community) and that the home and school are within the community.

Read appropriate books/stories and allow students to identify jobs in the stories.



Distractor Factor

Job and work are terms often used interchangeably in society. Job is a noun. Work is a verb but can be used to refer to a job, thus being used as a noun.



Level of Difficulty (based on local data)

- Moderate Challenging

(K.8) Government. The student understands the purpose of rules. The student is expected to:

(A) identify purposes for having rules



Content Builder

What do the students need to know?

Content

Rules have purpose.

Rules provide order, security, and safety in our communities (family, classroom, school).

Connections

This standard is supported by K.8B, which requires students to identify rules that provide order, security, and safety, which are the purpose for having rules. This readiness standard lays the foundation for understanding the importance of rules in society, which eventually leads to students understanding that rules help ensure the orderly working of society. Understanding the purpose of rules in the classroom provides background for students understanding concept of laws, which are rules for society. Also related to the concept of authority figures (K.9) and government, whose public officials are often the authority figures for society.

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

In Kindergarten, students learn that rules in the family, classroom, and school provide order, security, and safety. In Grade 1, students continue their study of rules and add consideration of laws, more clearly defining that rules and laws establish order, provide security, and manage conflict in the home, school, and community. In Grade 2, students add to their understanding of rules and laws by learning that functions of government include establishing order, providing security, and managing conflict. The basic understanding of rules and their purpose that is presented in Kindergarten will continue to be developed and will eventually incorporate the ideas of participation in government and consent of the governed that are part of our constitutional republic.



Academic Vocabulary

- Purpose
- Rule



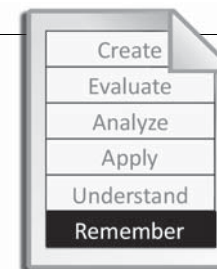
Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

The basic understanding of rules is fundamental to living in society and the orderly function of that society. Provide students with opportunities to identify the purpose for having rules (What are rules? Why do we need rules? to provide order, security, and safety). Perhaps discuss the rules of the classroom and school to determine what would happen if such a rule were not in place.

Choose books/stories to read; allow students to identify rules in the stories. Provide opportunities for students to tell stories that involve rules.



Distractor Factor

This student expectation is not about evaluating good or bad rules; it focuses on the understanding that rules serve a purpose in society, especially in our homes and schools.



Level of Difficulty (based on local data)

- Moderate Challenging

Kindergarten Social Studies

(K.9) Economics. The student understands the role of authority figures. The student is expected to:

(A) identify authority figures in the home, school, and community



Content Builder

What do the students need to know?

Content

There are authority figures at home, in the school, and in the community.

Connections

In relation to their understanding of the role that rules play in an orderly society, and supported by K.9B, students learn that authority figures in the home and school make and enforce rules.

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

In Kindergarten, students learn that there are authority figures in the home, school, and community (K.9A) and that those authority figures make and enforce rules (K.9B). In Grade 1, students identify the responsibilities of authority figures and expand their understanding to include public officials who also have responsibility with regard to rules. Students add to their understanding of rules by including the ideas that laws are the rules for the larger community and that public officials are the authority figures of that larger community (local, state, national government). In Grade 2, students learn more about public officials as authority figures, including who they are (including mayor, governor, and president) and how they are selected (election and appointment).



Academic Vocabulary

- Authority figure



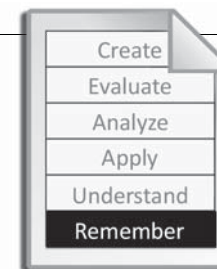
Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Provide opportunities for students to identify authority figures in the home, school, and community. Help students understand the connection between the need for rules to ensure safety and security, the need for people to choose to obey the rules in order to have a fair and orderly society, and the need for people (authority figures) to enforce those rules when people choose not to follow the rules (consequences of choices).

Choose books/stories to read; allow students to identify authority figures in the stories. Provide opportunities for students to tell stories that involve authority figures.



Distractor Factor

Authority figures are not there to “make you do things”; authority figures serve an important role in society by helping ensure the fair and orderly working of society for the benefit of all.



Level of Difficulty (based on local data)

- Moderate Challenging

(K.11) Culture. The student understands similarities and differences among people.
The student is expected to:

(B) identify similarities and differences among people such as music, clothing, and food



Content Builder

What do the students need to know?

Content

People are alike and different. The categories of music, clothing, and food are some areas where people are similar and different.

Connections

Since music, clothing, and food are components of culture, this standard helps students to begin to understand the concept of culture. With supporting standard K.11A (identify similarities and differences among people such as kinship, laws, and religion), this standard supports understanding that people are similar and different and helps students recognize that people make choices. It also helps students appreciate other peoples' cultures and choices.

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

Though “identify similarities and differences among people” is explicitly detailed only in Kindergarten, the larger concepts continue to be developed in later courses, especially in connection to components of culture (Culture strand) and the choices people make.



Academic Vocabulary

- Similar (alike)
- Different
- Music
- Clothing
- Food



Rigor Implications

Verb

- Identify

Level of Bloom’s Taxonomy

- Remembering

Instructional Implications

Provide students opportunities to recognize that people are alike and different in many ways. Specific examples for music, clothing, and food should be included, though other categories can also be included since the standard says “such as.”
Examples could include:

- Similarities and differences in music (perhaps related to musical taste, regional or ethnic influences, etc.)
- Similarities and differences in clothing (perhaps related to style, regional or ethnic influences, needs and wants, etc.)
- Similarities and differences in food (perhaps related to taste, regional or ethnic influences, needs and wants, etc.)

Viewing pictures and photographs, listening to examples of music, and tasting foods are ways to help students begin to see the similarities and differences between people. Graphic organizers such as Venn diagrams with critical attributes, are another way to help students grasp similarities and differences.

Choose books/stories to read; allow students to identify similarities and differences among people in the stories.



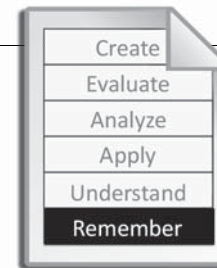
Distractor Factor

Judgment (good or bad) is not part of the requirements for this standard.



Level of Difficulty (based on local data)

- Moderate
- Challenging



(K.12) Culture. The student understands the importance of family customs and traditions. The student is expected to:

(A) describe and explain the importance of family customs and traditions



Content Builder

What do the students need to know?

Content

Family customs and traditions are important.

Students describe family customs and traditions and also explain the importance of those family customs and traditions.

Connections

This student expectation is related to human geography, especially the concept of culture. Students begin building their understanding of community as related to culture, beliefs, and practices. Supporting standard K.12B asks students to compare family customs and traditions. This student expectation is also related to the similarities and differences among people as described in Readiness Standard K.11B (music, clothing, and food) and supporting standard K.11A (kinship, laws, and religion).

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

In Kindergarten students learn about themselves, especially in relation to their home, family, and classroom. This creates a foundation for understanding community and the individual's place within a community. Communities include family, classroom and school, local community, state, nation, and other communities (ethnic/cultural, religious, etc.).



Academic Vocabulary

- Family
- Custom
- Tradition
- Important, Importance
- Describe
- Explain



Rigor Implications

Verb

- Describe
- Explain

Level of Bloom's Taxonomy

- Understanding

Instructional Implications

The student expectation asks students to describe customs and traditions of families and then explain the importance of those customs and traditions.

- Custom: long-established practice or way of doing things within a group or society
- Tradition: knowledge and practices transmitted through generations without written instruction. Includes beliefs, legends, customs, information, and other elements of a culture.

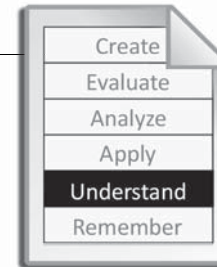
Provide opportunities for students to identify family customs and traditions. (People celebrate what is important to them. What are our family's customs and traditions?) Continue discussion to help students identify why they are important to the family. (What do our customs and traditions reflect? Why are family customs and traditions important?)

Choose books/stories to read; allow students to identify family customs and traditions in the stories. Provide opportunities for students to tell stories that involve family customs and traditions.

Provide opportunities for students to reflect on the values and heritage represented by the customs and traditions, consider why the customs and traditions are important to the family, and then describe the family customs and traditions to a classmate.

Illustrating their family customs and describing them to a classmate can help students achieve requirements for this student expectation.

Students thinking may be extended to consider how participating in the customs and traditions creates and strengthens bonds among members of the family. (Our family customs and traditions help define who we are as a family. They reflect our beliefs and heritage and create and strengthen bonds among members of our family.)



Distractor Factor

Customs and traditions are very similar in definition. The difference is that traditions usually transcend generations.



Level of Difficulty (based on local data)

- Moderate Challenging

(K.1) History. The student understands that holidays are celebrations of special events. The student is expected to:

(B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day



Supporting the Readiness Standards

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

This student expectation supports the Readiness Standard K.1A which requires that students explain the reasons for national patriotic holidays.

How does it support the Readiness Standard(s)?

The student expectation provides basic information needed to reach the conclusion that “holidays are celebrations of special events (K.1).” Recognizing the components of national patriotic celebrations (parades, fireworks) provides background information students can use to understand that these events are special and help them categorize celebrations as patriotic (Independence Day).

May be adjusted according to local curriculum.



Academic Vocabulary

- Custom
- National patriotic holiday
- Parade
- Fireworks



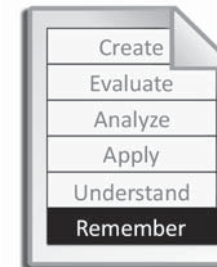
Rigor Implications

Verb

- Identify

Level of Bloom’s Taxonomy

- Remembering



Instructional Implications

People celebrate what is important to them. National patriotic holidays are important to our country. They remind us of our beliefs and values and help build a shared sense of national identity.

Provide opportunities for students to identify customs associated with national patriotic holidays. Use photographs of national patriotic holiday celebrations, including fireworks and parades on Independence Day, and of other celebrations (birthdays, religious holidays, etc.) to help students build an understanding of “patriotic holiday.” (What customs are associated with national patriotic holidays? Which of these customs is not associated with national patriotic holidays?)

National patriotic holidays specifically named in Readiness Standard K.1A include Presidents’ Day, Veterans Day, and Independence Day. Include other national patriotic holidays as appropriate.

- Custom: long-established practice or way of doing things within a group or society

(K.2) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:

(A) identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation



Supporting the Readiness Standards

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

This supporting student expectation supports Readiness Standard K.2B (identify contributions of patriots and good citizens who have shaped the community) and scaffolds learning by using well-known figures as examples of people who have helped shape the state and nation.

How does it support the Readiness Standard(s)?

While the readiness standard (K.2B) requires students to identify contributions of people who have shaped the community, this supporting standard offers examples of people (historical figures) who have helped shape the state and nation, providing a broader platform for understanding local community patriots and good citizens who have helped shape the community. This provides a model to help students recognize characteristics when they look at local patriots and good citizens who have impacted the community. It helps build student knowledge of Texas and United States history by providing information on important historical figures.

May be adjusted according to local curriculum.



Academic Vocabulary

- Historical figure
- State
- Nation
- Leader



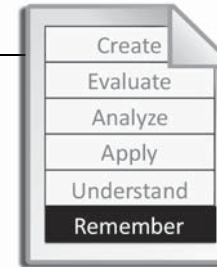
Rigor Implications

Verb

- Identify

Level of Bloom’s Taxonomy

- Remembering



Instructional Implications

Provide opportunities for students to learn about the lives and contributions of historical figures who helped shape the state and nation and identify their contributions. Include:

- Stephen F. Austin – “Father of Texas,” established capital of Texas. Helped shape the state by encouraging and leading settlement through land grants (The Old Three Hundred)
- George Washington – “Father of Our Country.” Helped shape the nation as a leader in the revolutionary movement, signer of the Declaration of Independence, leader of the revolutionary troops, and first President of the United States
- Christopher Columbus – Explorer from Italy. Helped shape the nation by leading exploration including voyages across the Atlantic that “opened” the Western Hemisphere to European exploration and colonization
- Jose Antonio Navarro – San Antonio merchant who helped shape the state as a leader in the settlement of Texas and the Texas Revolution (signer of the Texas Declaration of Independence). Navarro helped draft the first constitution of Texas, served in the Texas senate and supported annexation of Texas into the United States. He was a Spanish explorer who helped shape the state and nation by contributing to the colonization and independence movement of Texas. On March 2, 1836, he was a signer of the Texas Declaration of Independence and served as elected Senator in the Congress of the Republic of Texas. Navarro county is named after him.

Use graphic organizers such as a 3-column chart (name, contribution, community/state/nation) with pictures or illustrations to help students remember. The chart and pictures can later be used as a matching activity in a center.

Students could each create a page for a class book about individuals who helped shape the community, state, and nation. Include pages for historical figures and local figures to connect with Readiness Standard K.2B.

(K.3) History. The student understands the concept of chronology. The student is expected to:

(A) place events in chronological order



Supporting the Readiness Standards

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

This student expectation supports the development of the concept of chronology and relates to the Readiness Standard K.3B (use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow).

How does it support the Readiness Standard(s)?

This student expectation provides events whose order can be described using the terms in K.3B.

May be adjusted according to local curriculum.



Academic Vocabulary

- Event



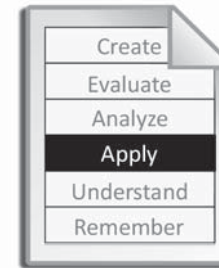
Rigor Implications

Verb

- Place

Level of Bloom's Taxonomy

- Applying



Instructional Implications

Provide opportunities for students to put a variety of events in order (ideas include events in stories with a clear chronology, events in the day and week, events in the lives of the teacher and students) and then describe the order using the terms in K.3B. As the year progresses, place other events in chronological order, such as events in the lives of historical figures who helped shape the community; this could help build skills related to cause-and-effect.

(K.5) History. The student understands physical and human characteristics of place. The student is expected to:

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



Supporting the Readiness Standards

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

This student expectation introduces the concept of physical characteristics of place, providing foundation for understanding physical geography concepts developed in later courses.

How does it support the Readiness Standard(s)?

This standard supports geographic understanding of the world around us, which continues to develop K-12.

May be adjusted according to local curriculum.



Academic Vocabulary

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



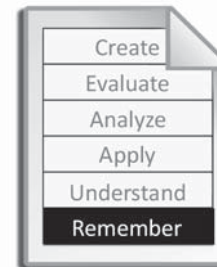
Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Provide opportunities for students to identify the physical characteristics of place.

Use maps and globes (geographic tools in K.4C), photographs, and the real world to identify physical characteristics of place. Include landforms, bodies of water, natural resources, and weather.

- Physical characteristics of place are those features of the Earth's surface that result from climatic and tectonic processes, not those created by man. (Characteristics of a place that were created by man are human characteristics of place.)
- Landforms: features of the Earth's surface such as plains, mountains, deserts, canyons
- Bodies of water: places on the Earth's surface where water accumulates, such as in ponds, lakes, seas, oceans, rivers
- Natural resources: items provided by nature, from which people produce goods and provide services. Water, soil, trees, oil, minerals, metals
- Weather: meteorological conditions like temperature, wind, rain, humidity, storms, clouds, and precipitation. Weather occurs in the present; climate identifies characteristics of an area over time

(K.5) Geography. The student understands physical and human characteristics of place. The student is expected to:

(B) identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location



Supporting the Readiness Standards

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

This student expectation introduces the geography concept of human characteristics of place that will be developed K-12. Study of this student expectation is related to the concept of location (included in Readiness Standards K.4A and K.4C).

How does it support the Readiness Standard(s)?

Development of concepts in this student expectation continues K-12.

Human characteristics, along with the physical characteristics of a place, help define the place. Instruction related to the examples listed in K.5B (such as earning a living, shelter, clothing, food, and activities) support development of economic concepts (basic human needs in K.6A and jobs in K.7A) leading to understanding the relationship between the physical environment and meeting needs. (Geographic location influences the human characteristics of a place.).

May be adjusted according to local curriculum.



Academic Vocabulary

- Human characteristics of place
- Location



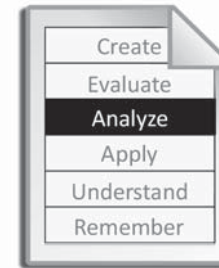
Rigor Implications

Verb

- Identify how (How does geographic location influence human characteristics of place)

Level of Bloom's Taxonomy

- Analyzing



Instructional Implications

Provide opportunities for students to observe and categorize human characteristics of place. Through the use of visual analysis techniques and a variety of sources, students study several places and see how the human characteristics of the place (including jobs people have, homes they live in, clothing they wear, food they eat, and activities they perform) vary depending on the location (and physical characteristics) of the place. Students also identify activities and characteristics of their lives to see how their lives differ from others' (Perhaps a cousin who lives in Chicago scoops snow in winter and dresses in a heavy coat while the student in McAllen picks oranges in a t-shirt).

- Human characteristics of place: characteristics of a place that are the result of human intervention. They are things created by mankind to solve a problem. Human characteristics of place include buildings, roads, bridges, dams, canals, homes, fields and orchards, and components of culture.

(K.6) Economics. The student understands that basic human needs and wants are met in many ways. The student is expected to:

(B) explain the difference between needs and wants



Supporting the Readiness Standards

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

This student expectation supports understanding of Readiness Standard K.6A, which requires students to identify basic human needs. It introduces the economic concept of wants in contrast to needs. These basic economic concepts continue to develop K-12.

How does it support the Readiness Standard(s)?

This standard supports the Readiness Standard (K.6A) by expanding the information and thinking required to identify basic human needs and introduces the economic concept of wants.

May be adjusted according to local curriculum.



Academic Vocabulary

- Want
- Need



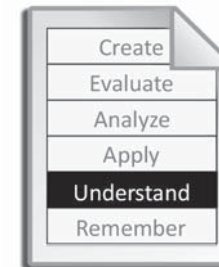
Rigor Implications

Verb

- Explain

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Provide opportunities for students to gain an understanding of the concepts of wants and needs and to understand the difference between the two. Brainstorming examples of wants and needs and categorizing pictures of them in a 2-column chart can provide a basis for differentiating their understanding.

“Explain the difference” requires students to verbalize their understanding, demonstrating a level of comprehension higher level of thinking than the Readiness Standard K.6A (identify basic human needs)

- Needs – those things that are necessary to sustain life (Food, clothing, and shelter are the basic human needs identified in the social studies standards.)
- Wants – those things we desire, but that are not necessary to sustain-life.

A supporting resource for teaching economic concepts can be found at the Indiana Council for Economic Education's KidsEcon Posters© project at Purdue University, www.kidseconposters.com.

(K.6) Economics. The student understands that basic human needs and wants are met in many ways. The student is expected to:

(C) explain how basic human needs can be met such as through self producing, purchasing, and trading



Supporting the Readiness Standards

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

This student expectation expands on the requirements of the Readiness Standard K.6A (identify basic human needs).

How does it support the Readiness Standard(s)?

Many basic economic concepts are closely related to the requirements of this standard. In K.6C, students build a foundation for economic understanding and begin to build conceptual knowledge that can be applied when concepts are specifically introduced.

May be adjusted according to local curriculum.



Academic Vocabulary

- Purchase
- Trade
- Produce



Rigor Implications

Verb

- Explain how

Level of Bloom's Taxonomy

- Understanding
- Analyzing



Instructional Implications

Human needs can be met through self producing, purchasing, or trading.

Focus on basic human needs (food, clothing, shelter). Provide experiences where students can participate in markets to purchase and trade goods/services related to basic human needs. This can lead students to understand, for example, that if they need food, they can grow it themselves (self-producing), purchase it, or trade for it (in a market).

Provide opportunities for students to conclude that, in our society, it is more efficient to purchase goods and services than to self-produce everything.

- Self-produce: make by oneself
- Purchase: buy; to exchange money for (goods, services)
- Trade: exchange money, goods, or services for goods or services; barter

(K.7) Economics. The student understands the value of jobs. The student is expected to:

(B) explain why people have jobs



Supporting the Readiness Standards

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

This student expectation expands on the economic concept of work (jobs) required in K.7A (identify jobs).

How does it support the Readiness Standard(s)?

K.7A asks students to identify jobs in the home, school, and community. This supporting standard expands that idea to explain why people have jobs.

May be adjusted according to local curriculum.



Academic Vocabulary

- Job
- Work
- Earn



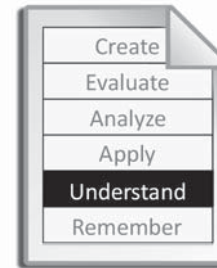
Rigor Implications

Verb

- Explain

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

In order to purchase goods and services to meet their needs, people need money. To earn money, people have jobs where they are paid for the work they do.

Provide opportunities for students to explain the role jobs play in people's lives and in the community. Students could interview their parents and/or other workers about why they have jobs (K.14A). Conduct a class discussion to share results of interviews and conclude that people have jobs to earn money to purchase goods and services.

The citizenship strand is related. The jobs people have also contribute to the community, providing goods and services for others. As a member of the community, people have responsibilities that include contributing to the community by doing the work needed. Choices people make have consequences that affect themselves and their families, as well as the community.

(K.8) Government. The student understands the purpose of rules. The student is expected to:

(B) identify rules that provide order, security, and safety in the home and school



Supporting the Readiness Standards

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

This student expectation adds depth of knowledge related to readiness standard K.8A (identify purposes for having rules), supporting development of the concept of rules and laws. It also relates to understanding authority figures and the purpose of rules.

How does it support the Readiness Standard(s)?

This student expectation defines the purpose of rules required in K.8A and provides students an opportunity to categorize rules to add depth to their understanding of the concept of rules.

May be adjusted according to local curriculum.



Academic Vocabulary

- Rules
- Order
- Security
- Safety



Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Rules provide order, security, and safety in the home and school.

Provide opportunities for students to understand the ideas of order, security, and safety. Perhaps include opportunities for students to act out examples of order and disorder (i.e., taking turns) and safe and unsafe (i.e., not running in the halls and running in the halls).

List rules in the home and school and label their purpose as providing order, safety, or security. A graphic organizer such as a 2-column or 3-column chart is a possibility.

(K.9) Government. The student understands the role of authority figures. The student is expected to:

(B) explain how authority figures make and enforce rules



Supporting the Readiness Standards

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

This student expectation deepens student understanding of ideas related to Readiness Standard K.9A (authority figures in the home, school, and community) and lays the foundation for future learning about society’s laws, the structure of government, and individuals’ role in society.

How does it support the Readiness Standard(s)?

This student expectation deepens student understanding of K.9A by requiring that students recognize the need for rules and understand that sometimes people choose not to follow rules, which requires that there be authority figures to make and enforce rules for the good of all.

May be adjusted according to local curriculum.



Academic Vocabulary

- Authority Figure
- Rules



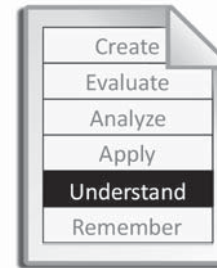
Rigor Implications

Verb

- Explain

Level of Bloom’s Taxonomy

- Understanding



Instructional Implications

Provide opportunities for students to explain how authority figures make and enforce rules.

Return to the list of rules from K.8B. Students identify the authority figures who enforce the rules.

Lead students to speculate on and discuss additional rules that could be enacted to provide order, security, and safety. (What are some examples of other rules that could be needed?)

Recognize the need for a rule and then follow a process to have the rule enacted. (What is the rule that is needed? Why is it needed? Who would make/enact the rule? Who would enforce the rule? How would it be enforced?)

Provide students with an opportunity to verbalize their understanding of the process. A graphic organizer illustrating the sequence would support learning.

If desired, expand to home and community rules as well.

(K.10) Citizenship. The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to:

(A) identify the flags of the United States and Texas



Supporting the Readiness Standards

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

This citizenship student expectation is related the idea of national identity. It also relates to history standards K.1 and K.2, government standards K.8 and K.9, and the concept of community. While it does not directly support Kindergarten Readiness Standards, it provides foundational background knowledge for future learning related to social studies concepts.

How does it support the Readiness Standard(s)?

This student expectation introduces the ideas of state, nation, and symbol. In later courses, students recognize the government as an authority figure that, with the consent of the governed, makes and enforces rules for the society, rules that are in concert with our beliefs. As members of the society we identify ourselves as members of the state and national communities.

May be adjusted according to local curriculum.



Academic Vocabulary

- Flag
- Community
- State
- Nation
- Symbol



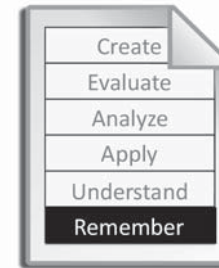
Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

The flags of the United States and Texas are symbols of the nation and state.

Provide opportunities to see and use flags in pictures and artifacts; include opportunities to recognize, categorize (state, nation), draw, and describe. Help students understand the concept of symbol. Use in connection with K.10B (recite the pledges).

- Symbol: something that stands for or suggests something else; a visible sign of something invisible

(K.10) Citizenship. The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to:

(B) recite 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 citizenship student expectation is related the idea of national identity. It also relates to history standards K.1 and K.2, government standards K.8 and K.9, and the concept of community. While it does not directly support Kindergarten Readiness Standards, it provides foundational background knowledge for future learning related to social studies concepts.

How does it support the Readiness Standard(s)?

This student expectation supports the concept of community by providing experience related to customs and traditions of the state and national communities, expanding on ideas in Readiness Standard K.1B.

May be adjusted according to local curriculum.



Academic Vocabulary

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



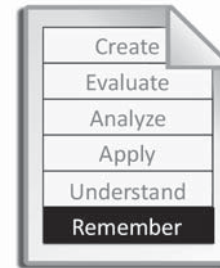
Rigor Implications

Verb

- Recite

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Begin each day saying the pledges to allow students to develop skills to be able to recite the pledges independently. Provide opportunities for students to describe the components of a variety of jobs, as well as describe the characteristics of the job well performed.

In Readiness Standard K.12A students realized that family customs and traditions are important. Customs and traditions remind people of important beliefs and values and strengthen the bond among people who hold those beliefs and values. State and national customs and traditions are important as well. Beginning the day saying the pledges, standing when the United States flag passes, and singing the national anthem are examples of customs.

(K.10) Citizenship. The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to:

(C) 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, especially those in K.1 and K.2, 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 (K.1A).

May be adjusted according to local curriculum.



Academic Vocabulary

- Constitution/constitution
- Freedom
- Belief
- Founding document



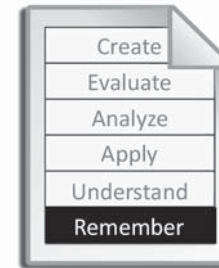
Rigor Implications

Verb

- Identify

Level of Bloom’s Taxonomy

- Remembering



Instructional Implications

Provide opportunities for students to become familiar with the Constitution, including what it looks like, what it is, and that it is important to our nation. Remind students that we celebrate what is important to us, and so on Sept. 17 we celebrate the signing of the Constitution on Sept. 17, 1787.

Many resources are available to help teach Constitution Day, including those at the National Archives (Charters of Freedom), the Texas Law-Related Education site, and the Center for Civic Education.

(K.10) Government. The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to:

(D) use voting as a method for group decision making



Supporting the Readiness Standards

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

This student expectation provides experience that scaffolds learning to provide background related to functions of government, consent of the governed, and characteristics of good citizenship.

How does it support the Readiness Standard(s)?

This student expectation helps students recognize fundamentals that will help them understand the structure and processes of government, including electing people to represent our points of view when making rules. We elect (vote for) these representatives.

May be adjusted according to local curriculum.



Academic Vocabulary

- Decision
- Vote



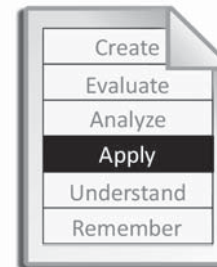
Rigor Implications

Verb

- Use

Level of Bloom's Taxonomy

- Applying



Instructional Implications

Voting is a method for group decision making.

Throughout the year use voting as a method of making group decisions in the classroom. Use a variety of methods such as raising hands, voice acclamation, ballots, and secret ballots. Students begin to absorb the "majority rule" aspect of voting, as well as the idea of consent of the governed. Make sure to offer opportunities for opposition ideas to be presented, which can lead to understanding the idea of minority voices being heard within the process.

(K.11) Culture. The student understands similarities and differences among people. The student is expected to:

(A) identify similarities and differences among people such as kinship, laws, and religion



Supporting the Readiness Standards

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

This student expectation supports the Readiness Standard K.11B. Related to the geography concept of human characteristics of place (cultural characteristics).

How does it support the Readiness Standard(s)?

K.11A expands the content supporting standard K.11 by adding other, more abstract, categories of similarities and differences to consider beyond the K.11B categories of music, clothing, and food.

May be adjusted according to local curriculum.



Academic Vocabulary

- Relationship
- Laws
- Religion



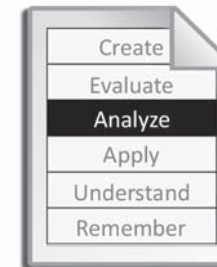
Rigor Implications

Verb

- Identify similarities and differences (compare and contrast)

Level of Bloom's Taxonomy

- Analyzing



Instructional Implications

Expand discussion of similarities and differences among people. Support discussion by using pictures and visual analysis techniques to analyze a variety of relationships, laws, and religions. Include examples from cultures represented in the classroom, school, and community as well as examples that show clear differences and similarities.

- Kinship: relationships between people in a family or other close affinity
- Law: a rule that is a part of a system of governance (In discussion, use K.8A (purpose of rules) to reinforce learning)
- Religion: a system of faith and worship

(K.12) Culture. The student understands the importance of family customs and traditions. The student is expected to:

(B) compare family customs and traditions



Supporting the Readiness Standards

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

This student expectation supports Readiness Standard K.12A, in which students are required to describe and explain the importance of family customs and traditions.

How does it support the Readiness Standard(s)?

Student expectation K.12B heightens the thinking level related to K.12A (comprehension level) to analysis level in support of the K.12 requirement that students understand the importance of family customs and traditions.

May be adjusted according to local curriculum.



Academic Vocabulary

- Family
- Custom
- Tradition



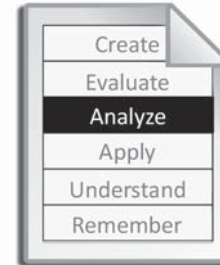
Rigor Implications

Verb

- Compare

Level of Bloom's Taxonomy

- Analyzing



Instructional Implications

Having identified family customs and traditions and demonstrated ability to recognize that these customs and traditions are important, provide opportunities for students to compare their family customs and traditions with other families' customs and traditions. (How do families differ in terms of customs and traditions?)

Use examples from real life (students and teacher) as well as families in books and stories, as appropriate.

Student-generated discussions, lists, and graphic organizers can help students gain knowledge.

- Custom: long-established practice or way of doing things within a group or society
- Tradition: knowledge and practices transmitted through generations without written instruction. Includes beliefs, legends, customs, information, and other elements of a culture.

(K.13) Science, technology, and society. The student understands ways technology is used in the home and school and how technology affects people’s lives. The student is expected to:

(A) identify examples of technology used in the home and school



Supporting the Readiness Standards

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

This student expectation provides important information not necessarily required for the body of knowledge in the Readiness Standards. It does help scaffold content for future learning by relating to concepts including change over time and individuals influence communities.

How does it support the Readiness Standard(s)?

Examples of technology used in the home and school helps students recognize that technology affects people’s lives. This provides background understanding that will support Readiness Standards in Grade 1 (1.16B: technology changes communication, transportation, and recreation) and Grade 2 (2.17B: science and technology change the ways in which people meet basic needs).

May be adjusted according to local curriculum.



Academic Vocabulary

- Technology



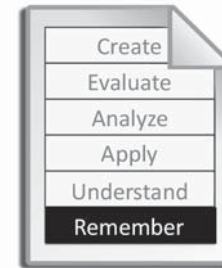
Rigor Implications

Verb

- Identify

Level of Bloom’s Taxonomy

- Remembering



Instructional Implications

Provide opportunities for students to identify examples of technology used in the home and school.

Use pictures and examples from student experience and the school to lead to provide students opportunities to identify examples of technology.

- **Technology:** anything created by man to solve a problem. Note that people often think of technology as computers and other such technical equipment, but technology also includes things like paper and pencil, which were technological advances when they were invented and which did solve problems. While ebooks and the Kindle are technology, so was the book printed on Gutenberg’s press, which was a vast technological advance from hand-copied manuscripts.

(K.13) Science, technology and society. The student understands ways technology is used in the home and school and how technology affects people’s lives. The student is expected to:

(B) describe how technology helps accomplish specific tasks and meet people’s needs



Supporting the Readiness Standards

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

This student expectation relates to Readiness Standard K.7A, which requires students to identify jobs in the home, school, and community. It also supports the concept of needs found in K.6A, which requires students to identify basic human needs. The standard also scaffolds learning to support Readiness Standards in Grade 1 (1.16) and Grade 2 (2.17).

How does it support the Readiness Standard(s)?

Jobs in the home, school, and community (K.7A) involve tasks that technology can help accomplish faster, easier, or of higher quality, thereby affecting people’s lives (K.13B).

May be adjusted according to local curriculum.



Academic Vocabulary

- Technology
- Task



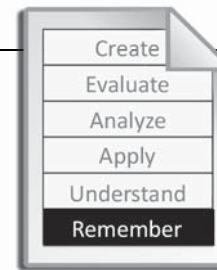
Rigor Implications

Verb

- Describe

Level of Bloom’s Taxonomy

- Remembering



Instructional Implications

Students use information they compiled regarding jobs in the home and school (K.7A), identifying how the jobs help people meet their needs. Students then analyze the tasks involved in accomplishing each job and identify technology that helps accomplish the task, thereby affecting people’s lives by accomplishing the task faster or easier.

When this information is used in conjunction with supporting standard K.13C, students can conclude that life would be different without modern technology (K.13C).

Visual analysis of pictures of people at work (K.14B) can help students gain knowledge, especially if “before and after” pictures are used (K.3B). Interviews with parents about their jobs and the technology that affects their lives can add relevant information to a discussion (K.14A).

(K.13) Science, technology, and society. The student understands ways technology is used in the home and school and how technology affects people’s lives. The student is expected to:

(C) describe how his or her life might be different without modern technology



Supporting the Readiness Standards

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

This student expectation provides information about how life might be different without modern technology. This information is not necessarily required for the body of knowledge in the Kindergarten Readiness Standards, but it does provide information that scaffolds learning related to similar Readiness Standards in Grade 1 (1.16) and Grade 2 (2.17) looking at how technology affects the ways people live and work.

How does it support the Readiness Standard(s)?

Students apply information gained in the supporting student expectation to gain knowledge that scaffolds to learning in Grade 1 (1.16) and Grade 2 (2.17).

May be adjusted according to local curriculum.



Academic Vocabulary

- Technology



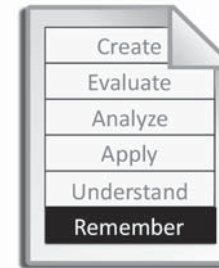
Rigor Implications

Verb

- Describe

Level of Bloom’s Taxonomy

- Remembering



Instructional Implications

Use information gained in K.13A and K.13B to help students conclude that life would be different without modern technology (K.13C).

To describe, students can employ what they have learned in Readiness Standard K.3B, which requires them to use vocabulary related to time and chronology (example: Before people had cars, they traveled by foot or horse.)