**I Spy Tour TEKS: Grades K-2**

**Kindergarten:**

**Mathematics:**

b)  Knowledge and skills.

(1)  Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(A)  apply mathematics to problems arising in everyday life, society, and the workplace;

(B)  use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;

(C)  select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;

(D)  communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;

(E)  create and use representations to organize, record, and communicate mathematical ideas;

(F)  analyze mathematical relationships to connect and communicate mathematical ideas; and

(G)  display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

(2)  Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:

(A)  count forward and backward to at least 20 with and without objects;

(B)  read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures;

(C)  count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order;

(D)  recognize instantly the quantity of a small group of objects in organized and random arrangements;

(E)  generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20;

(F)  generate a number that is one more than or one less than another number up to at least 20;

(G)  compare sets of objects up to at least 20 in each set using comparative language;

(H)  use comparative language to describe two numbers up to 20 presented as written numerals; and

(I)  compose and decompose numbers up to 10 with objects and pictures.

(3)  Number and operations. The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems. The student is expected to:

(A)  model the action of joining to represent addition and the action of separating to represent subtraction;

(B)  solve word problems using objects and drawings to find sums up to 10 and differences within 10; and

(C)  explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences.

(4)  Number and operations. The student applies mathematical process standards to identify coins in order to recognize the need for monetary transactions. The student is expected to identify U.S. coins by name, including pennies, nickels, dimes, and quarters.

(5)  Algebraic reasoning. The student applies mathematical process standards to identify the pattern in the number word list. The student is expected to recite numbers up to at least 100 by ones and tens beginning with any given number.

(6)  Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

(A)  identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles;

(B)  identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world;

(C)  identify two-dimensional components of three-dimensional objects;

(D)  identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably;

(E)  classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size; and

(7)  Geometry and measurement. The student applies mathematical process standards to directly compare measurable attributes. The student is expected to:

(A)  give an example of a measurable attribute of a given object, including length, capacity, and weight; and

(B)  compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference.

(8)  Data analysis. The student applies mathematical process standards to collect and organize data to make it useful for interpreting information. The student is expected to:

(A)  collect, sort, and organize data into two or three categories;

(B)  use data to create real-object and picture graphs; and

(C)  draw conclusions from real-object and picture graphs.

**Social Studies:**

(5)  Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

(b)  Knowledge and skills.

(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; and

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

(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; and

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

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

(A)  place events in chronological order; and

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

(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;

(B)  locate places on the school campus and describe their relative locations; and

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

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

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

(B)  explain how authority figures make and enforce rules.

(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;

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

(C)  identify Constitution Day as a celebration of American freedom; and

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

(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; and

(14)  Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(A)  obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music;

(B)  obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts; and

(C)  sequence and categorize information.

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

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

(B)  create and interpret visuals, including pictures and maps.

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

(A)  use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B)  use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision.

**1st Grade:**

**Mathematics:**

(b)  Knowledge and skills.

(1)  Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(A)  apply mathematics to problems arising in everyday life, society, and the workplace;

(B)  use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;

(C)  select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;

(D)  communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;

(E)  create and use representations to organize, record, and communicate mathematical ideas;

(F)  analyze mathematical relationships to connect and communicate mathematical ideas; and

(G)  display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

(2)  Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:

(A)  recognize instantly the quantity of structured arrangements;

(B)  use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones;

(C)  use objects, pictures, and expanded and standard forms to represent numbers up to 120;

(D)  generate a number that is greater than or less than a given whole number up to 120;

(E)  use place value to compare whole numbers up to 120 using comparative language;

(F)  order whole numbers up to 120 using place value and open number lines; and

(G)  represent the comparison of two numbers to 100 using the symbols >, <, or =.

(3)  Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. The student is expected to:

(A)  use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99;

 (C)  compose 10 with two or more addends with and without concrete objects;

(D)  apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10;

(E)  explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences; and

(F)  generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20.

(5)  Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:

(A)  recite numbers forward and backward from any given number between 1 and 120;

(B)  skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set;

(C)  use relationships to determine the number that is 10 more and 10 less than a given number up to 120;

(D)  represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences;

(E)  understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s);

(F)  determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation; and

(G)  apply properties of operations to add and subtract two or three numbers.

(6)  Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

(A)  classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language;

(B)  distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape;

(C)  create two-dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons;

(D)  identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language;

(E)  identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language;

(G)  partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words; and

(H)  identify examples and non-examples of halves and fourths.

(7)  Geometry and measurement. The student applies mathematical process standards to select and use units to describe length and time. The student is expected to:

(A)  use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement;

(B)  illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other;

(C)  measure the same object/distance with units of two different lengths and describe how and why the measurements differ;

(D)  describe a length to the nearest whole unit using a number and a unit; and

(E)  tell time to the hour and half hour using analog and digital clocks.

(8)  Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:

(A)  collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts;

(B)  use data to create picture and bar-type graphs; and

(C)  draw conclusions and generate and answer questions using information from picture and bar-type graphs.

**Social Studies:**

(5)  Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

(b)  Knowledge and skills.

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

(A)  describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veterans Day; and

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

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

(A)  identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation;

(B)  identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness; and

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

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

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

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

(C)  create a calendar and simple timeline.

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

(A)  explain the purpose for rules and laws in the home, school, and community; and

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

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

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

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

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

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

(A)  identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;

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

(C)  identify other individuals who exemplify good citizenship.

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

(A)  explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo;

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

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

(D)  explain and practice voting as a way of making choices and decisions;

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

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

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

(A)  describe and explain the importance of various beliefs, customs, language, and traditions of families and communities; and

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

(17)  Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(A)  obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music;

(B)  obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts; and

(C)  sequence and categorize information.

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

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

(B)  create and interpret visual and written material.

**2nd Grade:**

**Mathematics:**

(b)  Knowledge and skills.

(1)  Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

(A)  apply mathematics to problems arising in everyday life, society, and the workplace;

(B)  use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;

(C)  select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;

(D)  communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;

(E)  create and use representations to organize, record, and communicate mathematical ideas;

(F)  analyze mathematical relationships to connect and communicate mathematical ideas; and

(G)  display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

(4)  Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy. The student is expected to:

(A)  recall basic facts to add and subtract within 20 with automaticity;

(B)  add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations;

(9)  Geometry and measurement. The student applies mathematical process standards to select and use units to describe length, area, and time. The student is expected to:

(A)  find the length of objects using concrete models for standard units of length;

(B)  describe the inverse relationship between the size of the unit and the number of units needed to equal the length of an object;

(C)  represent whole numbers as distances from any given location on a number line;

(D)  determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes;

(E)  determine a solution to a problem involving length, including estimating lengths;

(F)  use concrete models of square units to find the area of a rectangle by covering it with no gaps or overlaps, counting to find the total number of square units, and describing the measurement using a number and the unit; and

(10)  Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:

(A)  explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category;

(B)  organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more;

(C)  write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one; and

(D)  draw conclusions and make predictions from information in a graph.

**Social Studies:**

(5)  Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

(b)  Knowledge and skills.

(1)  History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:

(A)  explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving; and

(B)  identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings.

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

(A)  describe the order of events by using designations of time periods such as historical and present times;

(B)  apply vocabulary related to chronology, including past, present, and future; and

(C)  create and interpret timelines for events in the past and present.

(3)  History. The student understands how various sources provide information about the past and present. The student is expected to:

(A)  identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources; and

(B)  describe various evidence of the same time period using primary sources such as photographs, journals, and interviews.

(4)  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 Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation;

 (5)  Geography. The student uses simple geographic tools such as maps and globes. The student is expected to:

(A)  interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys; and

(11)  Government. The student understands the purpose of governments. The student is expected to:

(A)  identify functions of governments such as establishing order, providing security, and managing conflict;

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

(A)  identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;

(B)  identify historical figures such as Paul Revere, Abigail Adams, World War II Women Air Force Service Pilots (WASPs) and Navajo Code Talkers, and Sojourner Truth who have exemplified good citizenship;

(C)  identify other individuals who exemplify good citizenship; and

(D)  identify ways to actively practice good citizenship, including involvement in community service.

(14)  Citizenship. The student identifies customs, symbols, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:

(A)  recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;

(B)  identify selected patriotic songs, including "The Star Spangled Banner" and "America the Beautiful";

(C)  identify selected symbols such as state and national birds and flowers and patriotic symbols such as the U.S. and Texas flags and Uncle Sam; and

(D)  identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.

(15)  Culture. The student understands the significance of works of art in the local community. The student is expected to:

(A)  identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage; and

(B)  explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage.

**§114.22. Levels I and II - Novice Progress Checkpoint (Spanish)**

**High School**

(a) General requirements

(2) Using age-appropriate activities, students develop the ability to perform the tasks of the novice language learner. The novice language learner, when dealing with familiar topics, should:

(A) understand short utterances when listening and respond orally with learned material;

(B) produce learned words, phrases, and sentences when speaking and writing;

(C) detect main ideas in familiar material when listening and reading;

(D) make lists, copy accurately, and write from dictation;

(E) recognize the importance in communication to know about the culture; and

(F) recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar.

(3) Students of classical languages use the skills of listening, speaking, and writing to reinforce the skill of reading.

(c) Knowledge and skills.

(1) Communication. The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:

(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information;

(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics; and

(C) present information using familiar words, phrases, and sentences to listeners and readers.