Meet the President TEKS Grades K-3

Kindergarten:

Social Studies TEKS:

(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;

(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.

(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

(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.

 Mathematics:

(K.1) Number, operation, and quantitative reasoning. The student uses numbers to name quantities. The student is expected to:

(A) use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects;

(B) use sets of concrete objects to represent quantities given in verbal or written form (through 20); and

(C) use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.

(K.2) Number, operation, and quantitative reasoning. The student describes order of events or objects. The student is expected to:

(B) name the ordinal positions in a sequence such as first, second, third, etc.

English Language Arts:

1. Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:

(B) identify upper- and lower-case letters;

(D) recognize the difference between a letter and a printed word;

Art:

(1) Perception. The student develops and organizes ideas from the environment. The student is expected to:

(A) glean information from the environment, using the five senses; and

(B) identify colors, textures, forms, and subjects in the environment

(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) identify simple subjects expressed in artworks;

**First Grade:**

**English:**

1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:

(A) recognize that spoken words are represented in written English by specific sequences of letters;

(B) identify upper- and lower-case letters;

(C) sequence the letters of the alphabet;

(D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation);

(E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep;

(6) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(E) alphabetize a series of words to the first or second letter

(7) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(A) connect the meaning of a well-known story or fable to personal experiences

(24) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students (with adult assistance) are expected to:

(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts;

(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).

(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen attentively to speakers and ask relevant questions to clarify information; and

(B) follow, restate, and give oral instructions that involve a short related sequence of actions.

(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.

(29) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

**Mathematics:**

(1.1) Number, operation, and quantitative reasoning. The student uses whole numbers to describe and compare quantities. The student is expected to:

(A) compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models;

 (D) read and write numbers to 99 to describe sets of concrete objects

**Social Studies:**

**(**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;

(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;

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;

(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.

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

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

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

**Physical Education**

(6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:

(A) demonstrate starting and stopping signals; and

(B) explain boundaries and rules for simple games.

(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

(A) follow directions and apply safe movement practices;

(B) interact, cooperate, and respect others; and

(C) resolve conflicts in socially acceptable ways such as talking and asking the teacher for help.

**Art:**

**(**1) Perception. The student develops and organizes ideas from the environment. The student is expected to:

(A) identify similarities, differences, and variations among subjects, using the senses;

(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) identify simple ideas expressed in artworks through different media;

(B) select artworks that show families and groups; and

(C) identify the use of art in everyday life.

**Second Grade:**

**English and Reading**

(3) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;

(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and

(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

(4) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

(5) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow);

(B) use context to determine the relevant meaning of unfamiliar words or multiple-meaning words;

(25) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts;

(B) use text features (e.g., table of contents, alphabetized index, headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information; and

(C) record basic information in simple visual formats (e.g., notes, charts, picture graphs, diagrams).

(26) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to revise the topic as a result of answers to initial research questions.

(27) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students (with adult assistance) are expected to create a visual display or dramatization to convey the results of the research.

(28) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen attentively to speakers and ask relevant questions to clarify information; and

(B) follow, restate, and give oral instructions that involve a short related sequence of actions.

(29) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.

(30) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

**Mathematics:**

**(**2.1) Number, operation, and quantitative reasoning. The student understands how place value is used to represent whole numbers. The student is expected to:

(A) use concrete models of hundreds, tens, and ones to represent a given whole number (up to 999) in various ways;

(B) use place value to read, write, and describe the value of whole numbers to 999; and

(C) use place value to compare and order whole numbers to 999 and record the comparisons using numbers and symbols (<, =, >).

 **Social Studies:**

(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;

(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;

(B) identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community; and

(C) describe how governments tax citizens to pay for services.

(12) Government. The student understands the role of public officials. The student is expected to:

(A) name current public officials, including mayor, governor, and president;

(B) compare the roles of public officials, including mayor, governor, and president;

(C) identify ways that public officials are selected, including election and appointment to office; and

(D) identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions.

(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;

(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.

(16) Culture. The student understands ethnic and/or cultural celebrations. The student is expected to:

(A) identify the significance of various ethnic and/or cultural celebrations; and

(B) compare ethnic and/or cultural celebrations.

(17) Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to:

(A) describe how science and technology change communication, transportation, and recreation; and

(B) explain how science and technology change the ways in which people meet basic needs.

(18) 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, maps, electronic sources, literature, reference sources, and artifacts;

(C) use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate information;

(D) sequence and categorize information; and

(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.

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

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

(B) create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.

(20) 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 that decision.

**Art:**

(1) Perception. The student develops and organizes ideas from the environment. The student is expected to:

(A) identify variations in objects and subjects from the environment, using the senses;

(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) identify stories and constructions in a variety of artworks;

(B) compare ways individuals and families are depicted in different artworks;

**Third Grade:**

 **English And reading**

(2) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions;

(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and

(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

(12) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and locate the author's stated purposes in writing the text.

(29) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and

(B) follow, restate, and give oral instructions that involve a series of related sequences of action.

(30) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

(31) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.

**Reading and Comprehensions Skills**

 (A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;

(B) ask literal, interpretive, and evaluative questions of text;

(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);

(D) make inferences about text and use textual evidence to support understanding;

(E) summarize information in text, maintaining meaning and logical order; and

(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.

 **Mathematics:**

(3.1) Number, operation, and quantitative reasoning. The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money. The student is expected to:

(A) use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999;

(B) use place value to compare and order whole numbers through 9,999;

(3.3) Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers. The student is expected to:

(A) model addition and subtraction using pictures, words, and numbers; and

(B) select addition or subtraction and use the operation to solve problems involving whole numbers through 999.

 **Social Studies**

**1**) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:

(A) describe how individuals, events, and ideas have changed communities, past and present;

(B) identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities; and

(C) describe how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Oñate, have contributed to the expansion of existing communities or to the creation of new communities.

(2) History. The student understands common characteristics of communities, past and present. The student is expected to:

(A) identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being;

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

(A) use vocabulary related to chronology, including past, present, and future times;

(B) create and interpret timelines; and

(C) apply the terms year, decade, and century to describe historical times.

(9) Government. The student understands the basic structure and functions of various levels of government. The student is expected to:

(A) describe the basic structure of government in the local community, state, and nation;

(B) identify local, state, and national government officials and explain how they are chosen;

(C) identify services commonly provided by local, state, and national governments; and

(D) explain how local, state, and national government services are financed.

(10) Government. The student understands important ideas in historical documents at various levels of government. The student is expected to:

(A) identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights; and

(B) describe and explain the importance of the concept of "consent of the governed" as it relates to the functions of local, state, and national government.

(11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. 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 Helen Keller and Clara Barton and contemporary figures such as Ruby Bridges and military and first responders who exemplify good citizenship; and

(C) identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting.

 **Art**

(1) Perception. The student develops and organizes ideas from the environment. The student is expected to:

(A) identify sensory knowledge and life experiences as sources for ideas about visual symbols, self, and life events; and

(B) identify art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity in artworks.

(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) compare content in artworks from the past and present for various purposes such as telling stories and documenting history and traditions;

(B) compare selected artworks from different cultures; and

(C) relate art to different kinds of jobs in everyday life