Who Am I? TEKS Grades 6-8

**Fifth Grade:**

**READING COMPREHENSION**

Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

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

(B) ask literal, interpretive, evaluative, and universal 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 and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and

(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.

Social Studies:

(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:

(A) identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party;

(B) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period; and

(C) summarize the results of the American Revolution, including the establishment of the United States and the development of the U.S. military.

(3) History. The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established. The student is expected to:

(A) identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation; and

(B) identify the contributions of individuals, including James Madison, and others such as George Mason, Charles Pinckney, and Roger Sherman who helped create the U.S. Constitution.

(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:

(A) describe the causes and effects of the War of 1812;

(B) identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States;

(C) identify reasons people moved west;

(D) identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny;

(E) identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution;

(F) explain how industry and the mechanization of agriculture changed the American way of life; and

(G) identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups.

(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:

(A) analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions;

(B) analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election; and

(C) identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics.

(7) Geography. The student understands the concept of regions in the United States. The student is expected to:

(A) describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity;

(B) describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains;

 (D) locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains.

(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

(A) identify and describe the types of settlement and patterns of land use in the United States;

(B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present;

(11) Economics. The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:

(A) describe the development of the free enterprise system in colonial America and the United States;

(B) describe how the free enterprise system works in the United States; and

(C) give examples of the benefits of the free enterprise system in the United States.

(12) Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:

(A) explain how supply and demand affects consumers in the United States; and

(B) evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States.

(13) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:

(A) compare how people in different parts of the United States earn a living, past and present;

(B) identify and explain how geographic factors have influenced the location of economic activities in the United States;

(C) analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States;

(D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States; and

(E) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.

(14) Government. The student understands the organization of governments in colonial America. The student is expected to:

(A) identify and compare the systems of government of early European colonists, including representative government and monarchy; and

(B) identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.

(15) Government. The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:

(A) identify the key elements and the purposes and explain the importance of the Declaration of Independence;

(B) explain the purposes of the U.S. Constitution as identified in the Preamble; and

(C) explain the reasons for the creation of the Bill of Rights and its importance.

(16) Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:

(A) identify and explain the basic functions of the three branches of government;

(B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and

(C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system.

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

(A) explain various patriotic symbols, including Uncle Sam, and political symbols such as the donkey and elephant;

(B) sing or recite "The Star-Spangled Banner" and explain its history;

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

(D) describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day; and

(E) explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore.

(18) Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:

(A) explain the duty individuals have to participate in civic affairs at the local, state, and national levels; and

(B) explain how to contact elected and appointed leaders in local, state, and national governments.

(19) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

(A) explain the contributions of the Founding Fathers to the development of the national government;

(B) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and

(C) identify and compare leadership qualities of national leaders, past and present.

(20) Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to:

(A) describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney; and

(B) describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens.

(21) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:

(A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting *American Progress*, "Yankee Doodle," and "Paul Revere's Ride"; and

(B) explain how examples of art, music, and literature reflect the times during which they were created.

22) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:

(A) identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States;

(B) describe customs and traditions of various racial, ethnic, and religious groups in the United States;

(C) summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.

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

(A) use social studies terminology correctly;

(B) incorporate main and supporting ideas in verbal and written communication;

(C) express ideas orally based on research and experiences;

(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and

(E) use standard grammar, spelling, sentence structure, and punctuation.

(26) 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, identify options, predict consequences, and take action to implement a decision.

 art:

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

(A) communicate ideas about feelings, self, family, school, and community, using sensory knowledge and life experiences;

(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 artworks from several national periods, identifying similarities and differences;

(B) compare cultural themes honoring history and traditions in American and other artworks

**Sixth Grade:**

 **History:**

(11) Government. The student understands the concepts of limited and unlimited governments. The student is expected to:

(A) identify and describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited);

(B) compare the characteristics of limited and unlimited governments;

(C) identify reasons for limiting the power of government

(12) Government. The student understands various ways in which people organize governments. The student is expected to:

(A) identify and give examples of governments with rule by one, few, or many;

(C) identify historical origins of democratic forms of government such as Ancient Greece.

Language Arts/reading

(9) 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 compare and contrast the stated or implied purposes of different authors writing on the same topic.

(10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;

(B) explain whether facts included in an argument are used for or against an issue;

(C) explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint; and

(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.

(13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) explain messages conveyed in various forms of media;

(B) recognize how various techniques influence viewers' emotions;

(C) critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages; and

(D) analyze various digital media venues for levels of formality and informality.

(14) Writing/Writing Process. Students use elements of the writing

(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and

(B) generate a research plan for gathering relevant information about the major research question.

(23) 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) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;

(B) differentiate between primary and secondary sources;

(C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;

(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and

(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.

(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:

(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; and

(B) evaluate the relevance and reliability of sources for the research.

(25) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:

(A) compiles important information from multiple sources;

(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;

(C) presents the findings in a consistent format; and

(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).

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

(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective;

(B) follow and give oral instructions that include multiple action steps; and

(C) paraphrase the major ideas and supporting evidence in formal and informal presentations.

(27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.

**Seventh Grade:**

Language Arts and Reading:

(9) 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 explain the difference between the theme of a literary work and the author's purpose in an expository text.

(10) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning;

(B) distinguish factual claims from commonplace assertions and opinions;

(C) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; and

(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence.

(13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) interpret both explicit and implicit messages in various forms of media;

(B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;

(C) evaluate various ways media influences and informs audiences; and

(D) assess the correct level of formality and tone for successful participation in various digital media.

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

(A) listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;

(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and

(C) draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions).

(27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.

Social Studies:

(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:

(A) identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas;

(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and

(C) explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop.

(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:

(A) trace the development of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin;

(B) explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis;

(C) explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales, William B. Travis's letter "To the People of Texas and All Americans in the World," the siege of the Alamo and all the heroic defenders who gave their lives there, the Constitutional Convention of 1836, Fannin's surrender at Goliad, and the Battle of San Jacinto; and

(D) explain how the establishment of the Republic of Texas brought civil, political, and religious freedom to Texas.

(4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:

(A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups;

(B) analyze the causes of and events leading to Texas annexation; and

(C) identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, population growth, and the Compromise of 1850.

(5) History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:

(A) explain reasons for the involvement of Texas in the Civil War such as states' rights, slavery, sectionalism, and tariffs;

(B) analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas; and

(C) identify significant individuals and events concerning Texas and the Civil War such as John Bell Hood, John Reagan, Francis Lubbock, Thomas Green, John Magruder and the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch.

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

(A) use social studies terminology correctly;

(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;

(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and

(D) create written, oral, and visual presentations of social studies information.

(23) 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, identify options, predict consequences, and take action to implement a decision.