

Texas Essential Knowledge and Skills (TEKS) Breakouts	
Subject	Chapter 113. Texas Essential Knowledge and Skills for Social Studies
Subchapter	Subchapter A. Elementary
Course	§113.11. Social Studies, Kindergarten, Beginning with School Year 2011-2012.
(a) Introduction.	
<p>(1) In Kindergarten, the study of the self, home, family, and classroom establishes the foundation for responsible citizenship in society. Students explore state and national heritage by examining the celebration of patriotic holidays and the contributions of individuals. The concept of chronology is introduced. Students apply geographic concepts of location and physical and human characteristics of place. Students identify basic human needs and ways people meet these needs. Students learn the purpose of rules and the role of authority figures in the home and school. Students learn customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. Students compare family customs and traditions and describe examples of technology in the home and school. Students acquire information from a variety of oral and visual sources. Students practice problem-solving, decision-making, and independent-thinking skills.</p>	
<p>(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.</p>	
<p>(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	
<p>(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.</p>	
<p>(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).</p>	
<p>(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.</p>	

(7) Students must demonstrate learning performance related to any federal and state mandates regarding classroom instruction. Although Kindergarten is not required to participate in Celebrate Freedom Week, according to the TEC, §29.907, primary grades lay the foundation for subsequent learning. As a result, Kindergarten Texas essential knowledge and skills include standards related to this patriotic observance.

(8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

(b) Knowledge and Skills.

Knowledge and Skills Statement	Student Expectation	Breakout
(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	(i) explain the reasons for national patriotic holidays
(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	(i) identify customs associated with national patriotic holidays

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:</p>	<p>(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>(i) identify contributions of historical figures, including Stephen F. Austin, who helped to shape the state and nation</p>
<p>(2) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:</p>	<p>(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>(ii) identify contributions of historical figures, including George Washington, who helped to shape the state and nation</p>
<p>(2) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:</p>	<p>(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>(iii) identify contributions of historical figures, including Christopher Columbus, who helped to shape the state and nation</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:</p>	<p>(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>(iv) identify contributions of historical figures, including José Antonio Navarro, who helped to shape the state and nation</p>
<p>(2) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:</p>	<p>(B) identify contributions of patriots and good citizens who have shaped the community</p>	<p>(i) identify contributions of patriots and good citizens who have shaped the community</p>
<p>(3) History. The student understands the concept of chronology. The student is expected to:</p>	<p>(A) place events in chronological order</p>	<p>(i) place events in chronological order</p>
<p>(3) History. The student understands the concept of chronology. The student is expected to:</p>	<p>(B) use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow</p>	<p>(i) use vocabulary related to time</p>

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<p>(3) History. The student understands the concept of chronology. The student is expected to:</p>	<p>(B) use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow</p>	<p>(ii) use vocabulary related to chronology, including before</p>
<p>(3) History. The student understands the concept of chronology. The student is expected to:</p>	<p>(B) use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow</p>	<p>(iii) use vocabulary related to chronology, including after</p>
<p>(3) History. The student understands the concept of chronology. The student is expected to:</p>	<p>(B) use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow</p>	<p>(iv) use vocabulary related to chronology, including next</p>

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(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	(v) use vocabulary related to chronology, including first
(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	(vi) use vocabulary related to chronology, including last
(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	(vii) use vocabulary related to chronology, including yesterday
(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	(viii) use vocabulary related to chronology, including today

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(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	(ix) use vocabulary related to chronology, including 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	(i) use terms, including over, to describe relative location
(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	(ii) use terms, including under, to describe relative location
(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	(iii) use terms, including near, to describe relative location

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(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	(iv) use terms, including far, to describe relative location
(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	(v) use terms, including left, to describe relative location
(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	(vi) use terms, including right, to describe relative location
(4) Geography. The student understands the concept of location. The student is expected to:	(B) locate places on the school campus and describe their relative locations	(i) locate places on the school campus

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(4) Geography. The student understands the concept of location. The student is expected to:	(B) locate places on the school campus and describe their relative locations	(ii) describe their relative locations
(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	(i) identify tools that aid in determining location, including maps
(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	(ii) identify tools that aid in determining location, including globes
(5) Geography. 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	(i) identify the physical characteristics of place

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<p>(5) Geography. The student understands physical and human characteristics of place. The student is expected to:</p>	<p>(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>(i) identify how the human characteristics of place are based upon geographic location</p>
<p>(6) Economics. The student understands that basic human needs and wants are met in many ways. The student is expected to:</p>	<p>(A) identify basic human needs of food, clothing, and shelter</p>	<p>(i) identify basic human needs of food</p>
<p>(6) Economics. The student understands that basic human needs and wants are met in many ways. The student is expected to:</p>	<p>(A) identify basic human needs of food, clothing, and shelter</p>	<p>(ii) identify basic human needs of clothing</p>
<p>(6) Economics. The student understands that basic human needs and wants are met in many ways. The student is expected to:</p>	<p>(A) identify basic human needs of food, clothing, and shelter</p>	<p>(iii) identify basic human needs of shelter</p>

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(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	(i) explain the difference between needs and wants
(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	(i) explain how basic human needs can be met
(7) Economics. The student understands the value of jobs. The student is expected to:	(A) identify jobs in the home, school, and community	(i) identify jobs in the home
(7) Economics. The student understands the value of jobs. The student is expected to:	(A) identify jobs in the home, school, and community	(ii) identify jobs in the school

Knowledge and Skills Statement	Student Expectation	Breakout
(7) Economics. The student understands the value of jobs. The student is expected to:	(A) identify jobs in the home, school, and community	(iii) identify jobs in the community
(7) Economics. The student understands the value of jobs. The student is expected to:	(B) explain why people have jobs	(i) explain why people have jobs
(8) Government. The student understands the purpose of rules. The student is expected to:	A) identify purposes for having rules	(i) identify purposes for having rules
(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	(i) identify rules that provide order in the home

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(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	(ii) identify rules that provide order in the school
(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	(iii) identify rules that provide security in the home
(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	(iv) identify rules that provide security in the school

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(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	(v) identify rules that provide safety in the home
(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	(vi) identify rules that provide safety in the school
(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	(i) identify authority figures in the home
(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	(ii) identify authority figures in the school

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(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	(iii) identify authority figures in the community
(9) Government. The student understands the role of authority figures. The student is expected to:	(B) explain how authority figures make and enforce rules	(i) explain how authority figures make rules
(9) Government. The student understands the role of authority figures. The student is expected to:	(B) explain how authority figures make and enforce rules	(ii) explain how authority figures 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	(i) identify the flag of the United States

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<p>(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:</p>	<p>(A) identify the flags of the United States and Texas</p>	<p>(ii) identify the flag of Texas</p>
<p>(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:</p>	<p>(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag</p>	<p>(i) recite the Pledge of Allegiance to the United States Flag</p>
<p>(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:</p>	<p>(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag</p>	<p>(ii) recite the Pledge to the Texas Flag</p>
<p>(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:</p>	<p>(C) identify Constitution Day as a celebration of American freedom</p>	<p>(i) identify Constitution Day as a celebration of American freedom</p>

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<p>(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:</p>	<p>(D) use voting as a method for group decision making</p>	<p>(i) use voting as a method for group decision making.</p>
<p>(11) Culture. The student understands similarities and differences among people. The student is expected to:</p>	<p>(A) identify similarities and differences among people such as kinship, laws, and religion</p>	<p>(i) identify similarities among people</p>
<p>(11) Culture. The student understands similarities and differences among people. The student is expected to:</p>	<p>(A) identify similarities and differences among people such as kinship, laws, and religion</p>	<p>(ii) identify differences among people</p>
<p>(11) Culture. The student understands similarities and differences among people. The student is expected to:</p>	<p>(B) identify similarities and differences among people such as music, clothing, and food</p>	<p>(i) identify similarities among people</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(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	(ii) identify differences among people
(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	(i) describe the importance of family customs and traditions
(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	(ii) explain the importance of family customs and traditions
(12) Culture. The student understands the importance of family customs and traditions. The student is expected to:	(B) compare family customs and traditions	(i) compare family customs and traditions
(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	(i) identify examples of technology used in the home

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(A) identify examples of technology used in the home and school</p>	<p>(ii) identify examples of technology used in the school</p>
<p>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:</p>	<p>(B) describe how technology helps accomplish specific tasks and meet people's needs</p>	<p>(i) describe how technology helps accomplish specific tasks</p>
<p>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:</p>	<p>(B) describe how technology helps accomplish specific tasks and meet people's needs</p>	<p>(ii) describe how technology helps meet people's needs</p>
<p>(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:</p>	<p>(C) describe how his or her life might be different without modern technology</p>	<p>(i) describe how his or her life might be different without modern technology</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music</p>	<p>(i) obtain information about a topic using a variety of valid oral sources</p>
<p>(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:</p>	<p>(B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts</p>	<p>(i) obtain information about a topic using a variety of valid visual sources</p>
<p>(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:</p>	<p>(C) sequence and categorize information</p>	<p>(i) sequence information</p>
<p>(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:</p>	<p>(C) sequence and categorize information</p>	<p>(ii) categorize information</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(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	(i) express ideas orally based on knowledge
(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	(ii) express ideas orally based on experiences
(15) Social studies skills. The student communicates in oral and visual forms. The student is expected to:	(B) create and interpret visuals, including pictures and maps	(i) create visuals, including pictures
(15) Social studies skills. The student communicates in oral and visual forms. The student is expected to:	(B) create and interpret visuals, including pictures and maps	(ii) create visuals, including maps

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(15) Social studies skills. The student communicates in oral and visual forms. The student is expected to:	(B) create and interpret visuals, including pictures and maps	(iii) interpret visuals, including pictures
(15) Social studies skills. The student communicates in oral and visual forms. The student is expected to:	(B) create and interpret visuals, including pictures and maps	(iv) interpret visuals, including 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	(i) 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

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(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:	(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	(i) 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