

Grade 1 TEKS

English Language Arts

K-5 Student determines the purpose for listening such as to get information, to solve problems, and to enjoy and appreciate.

K-2 Listen critically to interpret and evaluate.

K-3 Connect experiences and ideas through speaking and listening

K-3 Ask and answer relevant questions and make contributions in small or large group discussions.

K-3 Use vocabulary to describe clearly ideas, feelings, and experiences.

K-3 Clarify and support spoken messages using appropriate props such as objects, pictures or charts.

K-3 Retell a spoken message by summarizing or clarifying

K-3 Discuss meaning of words and develop vocabulary through meaningful/concrete experiences.

K-3 Establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained.

K-3 Identify relevant questions for inquiry such as “why did knights wear armor?”

K-3 Draw conclusions from information gathered.

K-3 Connect his/her own experiences with the life experiences, language, and culture of others

Math

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

(1.2) **Number, operation, and quantitative reasoning.** The student uses pairs of whole numbers to describe fractional parts of whole objects or sets of objects.

(1.3) **Number, operation, and quantitative reasoning.** The student recognizes and solves problems in addition and subtraction situations.

(1.4) **Patterns, relationships, and algebraic thinking.** The student uses repeating patterns and additive patterns to make predictions.

(1.5) **Patterns, relationships, and algebraic thinking.** The student recognizes patterns in numbers and operations.

(1.6) **Geometry and spatial reasoning.** The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both.

(1.7) **Measurement.** The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length.

(1.8) **Measurement.** The student understands that time can be measured. The student uses time to describe and compare situations.

(1.11) **Underlying processes and mathematical tools.** The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school.

(D) use tools such as real objects, manipulatives, and technology to solve problems.

(1.12) **Underlying processes and mathematical tools.** The student communicates about Grade 1 mathematics using informal language.

(1.13) **Underlying processes and mathematical tools.** The student uses logical reasoning.

Science

(1) **Scientific processes.** The student conducts classroom and field investigations following home and school safety procedures.

(2) **Scientific processes.** The student develops abilities necessary to do scientific inquiry in the field and the classroom.

(3) **Scientific processes.** The student knows that information and critical thinking are used in making decisions.

(4) **Scientific processes.** The student uses age-appropriate tools and models to verify that organisms and objects and parts of organisms and objects can be observed, described, and measured.

(5) **Science concepts.** The student knows that organisms, objects, and events have properties and patterns.

(6) **Science concepts.** The student knows that systems have parts and are composed of organisms and objects.

(8) **Science concepts.** The student distinguishes between living organisms and nonliving objects.

(9) **Science concepts.** The student knows that living organisms have basic needs.

(10) Science concepts. The student knows that the natural world includes rocks, soil, and water.

Social Studies

(1) History. The student understands how historical figures helped to shape our community, state, and nation.

(2) History. The student understands the origins of customs, holidays, and celebrations.

(3) History. The student understands the concepts of time and chronology.

(4) Geography. The student understands the relative location of places.

(5) Geography. The student understands the purpose of maps and globes.

(6) Geography. The student understands various physical and human characteristics of the environment.

(7) Economics. The student understands the concepts of goods and **services**.

(8) Economics. The student understands the condition of not being able to have all the goods and services one wants.

(9) Economics. The student understands the value of work.

(10) Government. The student understands the purpose of rules and laws.

(11) Government. The student understands the role of authority figures **and public officials**.

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

(14) Culture. The student understands how families meet basic human needs.

(15) Culture. The student understands the importance of family beliefs, customs, language, and traditions.

(16) Science, technology, and society. The student understands how technology has affected daily life, past and present.

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

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

Health Education

(1) Health behaviors. The student understands that personal health decisions and behaviors affect health throughout the life span.

(3) Health behaviors. The student demonstrates basic critical-thinking, decision-making, goal setting, and problem-solving skills for making health-promoting decisions.

(4) Health information. The student understands the basic structure and functions of the human body and how they relate to personal health throughout the life span.

(5) Health information. The student recognizes health information.

(7) Influencing factors. The student understands the difference between sickness and health in people of all ages.

(9) Personal/interpersonal skills. The student knows healthy ways to communicate consideration and respect for self, family, friends, and others.

(10) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships.

Physical Education

(1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:

(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.

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

Art

(1) Perception. The student develops and organizes ideas from the environment.

(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill.

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

(4) Response/evaluation. The student makes informed judgments about personal artworks and the works of others.

Music

(1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry.

(2) Creative expression/performance. The student performs a varied repertoire of music.

(4) Creative expression/performance. The student creates and arranges music within specified guidelines.

(5) Historical/cultural heritage. The student relates music to history, to society, and to culture.

(6) Response/evaluation. The student responds to and evaluates music and musical performance.

Theatre

(1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.

(2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations.

(3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills.

(4) Historical/cultural heritage. The student relates theatre to history, society, and culture.

(5) Response/evaluation. The student responds to and evaluates theatre and theatrical performance.

Technology Applications, Kindergarten-Grade 2.

(1) Foundations. The student demonstrates knowledge and appropriate use of hardware components, software programs, and their connections. The student is expected to:

(A) use technology terminology appropriate to the task;

(2) Foundations. The student uses data input skills appropriate to the task. The student is expected to:

(A) use a variety of input devices such as mouse, keyboard, disk drive, modem, voice/sound recorder, scanner, digital video, CD-ROM, or touch screen;

(3) Foundations. The student complies with the laws and examines the issues regarding the use of technology in society. The student is expected to:

(A) follow acceptable use policies when using computers