

Elementary TEKS are designed to establish the foundation for responsible citizenship through an exploration of state and national heritage, an examination of patriotic holidays, symbols and a study of the contributions of individuals.

§113.12. Social Studies, Grade 1

- The student understands the origins of customs, holidays and celebrations (**Independence Day**)
- The student understands the contributions of historical figures, patriots and good citizens (**George Washington, Benjamin Franklin**)
- The student understands important symbols, customs and celebrations that represent American beliefs and principles and contribute to our national identity (**US flag, Liberty Bell, American individualism and freedom, Constitution Day**)

§113.13. Social Studies, Grade 2

- The student understands the historical significance of landmarks and celebrations (**Independence Day, Thanksgiving**, national landmarks such as monuments, government buildings)
- The student understands how various sources provide information about the past (newspapers, biographies)
- The student understands how historical figures, patriots and good citizens helped shape the community, state and nation (**John Hancock**)
- The student understands characteristics of good citizenship as exemplified by historical figures and other individuals (**Paul Revere, Abigail Adams**)
- The student identifies customs, symbols, and celebrations that represent American beliefs and principles that contribute to our national identity (national bird, flowers, flag)
- The student understands the significance of works of art, ethnic and cultural celebrations

§113.14. Social Studies, Grade 3

- State and federal laws mandate observation of Celebrate Freedom Week, a full week concerning the intent, meaning, and importance of the **Declaration of Independence** and **US Constitution**, including the **Bill of Rights**, and must include the study of the relationship of the ideas in the Declaration and subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the **American Revolution**, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the **Emancipation Proclamation** and the women's suffrage movement..
- During Celebrate Freedom Week, students shall recite the **Preamble** to the **Declaration of Independence**.
- The student understands how individuals, events and ideas have influenced history (**Benjamin Franklin, the Founding Fathers, Benjamin Banneker**)
- The student is expected to 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.
- The student understands the importance of writers and artists to the cultural heritage of communities (**Phillis Wheatley**)

§113.15. Social Studies, Grade 4 (Study of the history of Texas is the primary focus during this year)

- The student is expected to identify the intent, meaning, and importance of the **Declaration of Independence**, the **U.S. Constitution**, and the **Bill of Rights** (Celebrate Freedom Week)

§113.16. Social Studies, Grade 5 (Study of United States history from 1565 is the primary focus during this year)

- The student is expected to identify the intent, meaning, and importance of the **Declaration of Independence**, the **U.S. Constitution**, and the **Bill of Rights** (Celebrate Freedom Week)
- The student understands how conflict between the American colonies and Great Britain led to **American independence**, including the **French and Indian War** and the **Boston Tea Party**

- The student is expected to identify the Founding Fathers and Patriot heroes (**John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson**, the **Sons of Liberty, George Washington**) and their motivations and contributions during the revolutionary era.
- The student is expected to summarize the results of the **American Revolution**, including the establishment of the United States and development of the US military.
- The student understands the events that led from the **Articles of Confederation** to the creation of the **US Constitution** and is expected to identify the contributions of individuals (**James Madison, George Mason, Charles Pinckney, Roger Sherman**).
- The student understands the organization of colonial governments (**Mayflower Compact, Virginia House of Delegates**)
- The student understands the important ideas in the **Declaration of Independence, US Constitution**, and the **Bill of Rights**, including explaining the purposes of the **Preamble to the US Constitution**.
- The student understands the framework of government created by the **US Constitution** of 1787.
- The student understands important symbols, customs, celebrations and landmarks that represent American beliefs and principles and contribute to our national identity (**US flag, White House**)
- The student understands the importance of effective leadership in a constitutional republic (the Founding Fathers, political parties)
- The student understands the fundamental rights of American citizens guaranteed in the **Bill of Rights** and other **Amendments** to the US Constitution (rights guaranteed by each amendment)
- The student understands the relationship between the arts and the times during which they were created (song, “Yankee Doodle”)
- The student understands the contributions of people of various racial, ethnic and religious groups in the United States