

# Self-Determination Vertical Alignment: Social Studies K-5

## Geography: Location

The student understands the concept of location. The student is expected to:

Kindergarten 113.11	1st Grade 113.12	2nd Grade 113.13	3rd Grade 113.14	4th Grade 113.15	5th Grade 113.16
3					
(A) use spatial terms, including over, under, near, far, left, and right, to describe relative location					
(B) locate places on the school campus and describe their relative locations					
(C) identify and use geographic tools that aid in determining location, including maps and globes					

## Geography: Places

The student understands the relative location of places. The student is expected to:

Kindergarten 113.11	1st Grade 113.12	2nd Grade 113.13	3rd Grade 113.14	4th Grade 113.15	5th Grade 113.16
	3				
	(A) describe the location of self and objects relative to other locations in the classroom and school using spatial terms				
	(B) locate places using the four cardinal directions				

### Self-Determination K-12 TEKS Vertical Alignment

This document captures existing TEKS that closely align with teaching self-determination and decision-making skills to students with disabilities in Texas as required by [TAC §89.1055\(h\)\(10\)\(A\)](#). Definitions from the research of Dr. Michael Wehmeyer and from The National Gateway to Self-Determination Project are the measures against which all TEKS were compared in order to determine their relevance. Only TEKS that met this standard were included, while all others were omitted.

Dr. Michael Wehmeyer defines self-determination as “acting as the primary causal agent in one’s life and making choices and decisions regarding one’s quality of life free from undue external influence or interference.”<sup>1</sup>

The National Gateway to Self-Determination Project says that self-determined people make things happen in their own lives to improve the quality of their lives. They know what they want and how to get it, and they set goals and then work to reach them. They advocate on their own behalf and are involved in solving problems and making decisions about their lives.<sup>2</sup>

## Geography: Tools

The student understands the purpose of geographic tools, including maps and globes. The student is expected to:

Kindergarten 113.11	1st Grade 113.12	2nd Grade 113.13	3rd Grade 113.14	4th Grade 113.15	5th Grade 113.16
	4				
	(A) create and use simple maps such as maps of the home, classroom, school, and community				
	(B) locate and explore the community, Texas, and the United States on maps and globes				

## Economics: Human Needs

The student understands the difference between human needs and wants and how they are met. The student is expected to:

Kindergarten 113.11	1st Grade 113.12	2nd Grade 113.13	3rd Grade 113.14	4th Grade 113.15	5th Grade 113.16
	5				
	(A) identify basic human needs of food, clothing, and shelter				
	(B) explain the difference between needs and wants				
	(C) explain how basic human needs and wants can be met				

## Economics: Jobs

The student understands the value of jobs. The student is expected to:

Kindergarten 113.11	1st Grade 113.12	2nd Grade 113.13	3rd Grade 113.14	4th Grade 113.15	5th Grade 113.16
	6				
	(A) identify jobs in the home, school, and community				
	(B) explain why people have jobs				

## Economics: Goods and Services

The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:

Kindergarten 113.11	1st Grade 113.12	2nd Grade 113.13	3rd Grade 113.14	4th Grade 113.15	5th Grade 113.16
	8				
	(A) identify examples of people wanting more than they can have				
	(B) explain why wanting more than they can have requires that people make choices				

## Economics: Value of Work

The student understands the value of work. The student is expected to:

Kindergarten 113.11	1st Grade 113.12	2nd Grade 113.13	3rd Grade 113.14	4th Grade 113.15	5th Grade 113.16
	9	6			
	(A) describe the tools of various jobs and the characteristics of a job well performed	(A) explain how work provides income to purchase goods and services			
	(B) describe how various jobs contribute to the production of goods and services	(B) explain the choices people can make about earning, spending, and saving money			

## Economics: Money

The student understands the purposes of earning, spending, saving, and donating money. The student is expected to:

Kindergarten 113.11	1st Grade 113.12	2nd Grade 113.13	3rd Grade 113.14	4th Grade 113.15	5th Grade 113.16
			5		
			(A) identify ways of earning, spending, saving, and donating money		
			(B) create a simple budget that allocates money for spending and saving		

## Government: Rules

The student understands the purpose of rules (and laws). The student is expected to:

Kindergarten 113.11	1st Grade 113.12	2nd Grade 113.13	3rd Grade 113.14	4th Grade 113.15	5th Grade 113.16
7	10				
(A) identify purposes for having rules	(A) explain the purpose for rules and laws in the home, school, and community				
(B) identify rules that provide order, security, and safety in the home and school	(B) identify rules and laws that establish order, provide security, and manage conflict				

## Government: Role of Authority Figures

The student understands the role of authority figures (and public officials). The student is expected to:

Kindergarten 113.11	1st Grade 113.12	2nd Grade 113.13	3rd Grade 113.14	4th Grade 113.15	5th Grade 113.16
8	11				
(A) identify authority figures in the home, school, and community	(A) identify the responsibilities of authority figures in the home, school, and community				
(B) explain how authority figures enforce rules					

## Government: Purpose

The student understands the purpose of governments. The student is expected to:

Kindergarten 113.11	1st Grade 113.12	2nd Grade 113.13	3rd Grade 113.14	4th Grade 113.15	5th Grade 113.16
		8			
		(B) identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community			

## 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:

Kindergarten 113.11	1st Grade 113.12	2nd Grade 113.13	3rd Grade 113.14	4th Grade 113.15	5th Grade 113.16
12					
(A) identify examples of technology used in the home and school					

## Citizenship: Historical Figures and Other Individuals

The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:

Kindergarten 113.11	1st Grade 113.12	2nd Grade 113.13	3rd Grade 113.14	4th Grade 113.15	5th Grade 113.16
	12	10			
	(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				

## Citizenship: Historical and Contemporary Figures and Organizations

The student understands characteristics of good citizenship as exemplified by historical and contemporary figures and organizations. The student is expected to:

Kindergarten 113.11	1st Grade 113.12	2nd Grade 113.13	3rd Grade 113.14	4th Grade 113.15	5th Grade 113.16
			9		
			(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 and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting		

## Citizenship: Participation in the Democratic Process

The student understands ways technology is used in the home and school and how technology affects people's lives. The student is expected to:

Kindergarten 113.11	1st Grade 113.12	2nd Grade 113.13	3rd Grade 113.14	4th Grade 113.15	5th Grade 113.16
				15	
				(C) explain the duty of the individual in state and local elections such as being informed and voting	

## Citizenship: Participation in the Democratic Process at the Local, State, and National Levels

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

Kindergarten 113.11	1st Grade 113.12	2nd Grade 113.13	3rd Grade 113.14	4th Grade 113.15	5th Grade 113.16
					17
					(A) explain why individuals have a duty to participate in civic affairs at the local, state, and national levels