

Work Group C Recommendations  
Social Studies, Texas Essential Knowledge and Skills  
Kindergarten – Grade 3, History Strand

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Prepared by the State Board of Education Social Studies TEKS Streamlining Work Groups

April 2018

These recommendations reflect changes to the social studies Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education’s TEKS streamlining work group for **Kindergarten – Grade 3**. Proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current student expectation is shown in purple, italicized font with strikethrough (*~~moved text~~*) and is shown in the proposed new location in purple, italicized font with underlines (*new text location*). Recommendations to clarify language are shown in blue font with double underlines (clarifying language). Additions made as technical edits are shown in green font with underlines (additions).

Comments in the middle column provide explanations for the proposed changes. The following notations were used as part of the explanations:

**CRS**—information added or changed to align with the Texas College and Career Readiness Standards

**MV**—multiple viewpoints from within the committee

**VA**—information changed or deleted to increase vertical alignment

Work groups estimated the amount of instructional time that would be reduced based on their recommendations. The reduction of instructional time is provided in minutes in the right-hand column.

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**§113.11. Social Studies, Kindergarten, Beginning with School Year 2011-2012.**

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	<b>Knowledge and skills.</b>		
(1)	History. The student understands that holidays are celebrations of special events. The student is expected to:		
(A)	<del>identify</del> <del>explain the reasons for</del> national patriotic holidays such as Presidents' Day, Veterans Day, and Independence Day; and	Duplication of 1.1A; more age appropriate to identify instead of explain; helps create vertical alignment to 2 <sup>nd</sup> grade	30 min.
(B)	identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.		
(2)	History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:		
(A)	identify contributions of historical figures <u>and good citizens</u> , including Stephen F. Austin <u>and</u> George Washington, <del>Christopher Columbus, and José Antonio Navarro</del> , who helped to shape the <u>community</u> , state and nation. <del>;</del> <del>and</del>	Duplicated: Strike Jose Antonio Navarro because duplicated in 4.3C; 7.4A. Navarro is not age appropriate for K. Navarro met 3/20 of the criteria on the rubric. Navarro is more appropriate to be taught in Texas History  Strike Christopher Columbus because duplicated in 3.1C. Columbus doesn't best exemplify a good citizen, nor did he help shape the nation/state. Columbus met 7/20 of the criteria on the rubric.  Clarification: TE Combined from 2B to reduce duplication in 2B TE	80 min.
(B)	<del>identify contributions of patriots and good citizens who have shaped the community.</del>	Combined with 2A	93 min.
(3)	History. The student understands the concept of chronology. The student is expected to:		
(A)	place events in chronological order; and		
(B)	use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow.		

**§113.12. Social Studies, Grade 1, Beginning with School Year 2011-2012.**

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	<b>Knowledge and skills.</b>		
(1)	History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:		
(A)	describe the origins of customs, holidays, and celebrations of the community, state, and nation such as <del>San Jacinto Day</del> , Independence Day, and Veterans Day; and	Duplicate: San Jacinto Day is covered in 4.3A. It is not age appropriate. It is more appropriate to be taught in Texas History.	45 min.
(B)	compare the observance of holidays and celebrations; <del>past and present.</del>	Clarification: Holidays and celebrations in 1A are not celebrated differently from past to present.	100 min.
(2)	History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:		
(A)	identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation;		
(B)	identify historical figures such as Alexander Graham Bell, Thomas Edison, <del>and</del> Garrett Morgan, <del>and</del> <del>Richard Allen</del> , and other individuals who have exhibited individualism and inventiveness; and	Not Necessary: He met 10/20 of the criteria on the rubric and Allen is not necessary for students to master the SE. Allen's contributions do not best exemplify individualism and inventiveness.	50 min.
(C)	compare <del>the similarities and differences among</del> the lives and activities of historical figures and other individuals who have influenced the community, state, and nation.	Clarification: Compare essentially means students will be looking at the similarities and differences of historical figures	0 min.
(3)	History. The student understands the concepts of time and chronology. The student is expected to:		
(A)	distinguish among past, present, and future;		
(B)	<del>use a calendar and simple timeline to</del> describe and measure <del>calendar</del> time <del>in-by</del> days, weeks, months, and years; <del>and</del>	Clarification: It is not age appropriate for students to "create" a calendar and timeline. By changing the cognitive verb to "use" it creates a more streamlined progression from 1 <sup>st</sup> to 3 <sup>rd</sup> grade.	100 min.
<del>(C)</del>	<del>create a calendar and simple timeline.</del>	Combined 3C with 3B	

**§113.13. Social Studies, Grade 2, Beginning with School Year 2011-2012.**

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	<b>Knowledge and skills.</b>		
(1)	History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:		
(A)	explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving; and		
(B)	identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings.		
(2)	History. The student understands the concepts of time and chronology. The student is expected to:		
(A)	describe the order of events by using designations of time periods such as historical and present times;		
(B)	apply vocabulary related to chronology, including past, present, and future; and		
(C)	create and <u>understand</u> <del>interpret</del> timelines for events in the past and present.	Clarification: Interpreting timelines is duplicated in SE 3.3B. By changing the cognitive verb from “interpret” to “understand” it creates a more streamlined progression from 2nd to 3rd grade.	60 min.
(3)	History. The student understands how various sources provide information about the past and present. The student is expected to:		
(A)	identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources; and		
(B)	<del>use describe various evidence of the same time period using</del> primary sources such as photographs, journals, and interviews <u>to discuss events from a given time period.</u>	Clarification: language was revised to make the SE clearer Time saved for instructional preparation.	0 min.

(4)	History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:		
(A)	identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, <del>John Hancock</del> , and Theodore Roosevelt, who have influenced the community, state, and nation;	Duplicate: Strike John Hancock -covered in US History (High School) 1C. Hancock only met 10/20 of the criteria on the rubric. Students in 2 <sup>nd</sup> grade do not have the background knowledge to understand Hancock's influence which is not age appropriate.	45 min.
(B)	identify historical figures such as Amelia Earhart, <del>W. E. B. DuBois</del> , <del>Robert Fulton</del> , and George Washington Carver who have exhibited individualism and inventiveness; and	Duplicate: Strike DuBois -covered in US History (High School) 5B. DuBois met 11/20 of the criteria on the rubric. Students in 2nd grade do not have age appropriate background knowledge to understand DuBois' individualism and inventiveness.  Not Necessary: Strike Fulton met 8/20 of the criteria on the rubric; not relevant (steamboats) or essential for students to master the SE.	90 min.
(C)	explain how people and events have influenced local community history.		

**§113.14. Social Studies, Grade 3, Beginning with School Year 2011-2012.**

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	<b>Knowledge and skills.</b>		
(1)	History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:		
(A)	describe how individuals, events, and ideas have changed communities, past and present;		
(B)	identify individuals, including Pierre-Charles L'Enfant, <del>Benjamin Banneker</del> , and Benjamin Franklin, who have helped to shape communities; and	Duplicate: Banneker only met 3/20 of the criteria on the rubric, and there is redundancy in the same SE because Banneker helped L'Enfant map the nation's capital. Banneker is not essential to mastering the SE in identifying those who helped shape communities.	45 min.
(C)	describe how individuals, including Daniel Boone, Christopher Columbus, <i>and</i> the Founding Fathers, <i>and</i> <del>Juan de Oñate</del> , have contributed to the expansion of existing communities or to the creation of new communities.	Not Necessary: Oñate met 8/20 of the criteria on the rubric. Oñate is not necessary for students to master the SE. What Oñate is best known for is not age appropriate for 3rd grade.	30 min.
(2)	History. The student understands common characteristics of communities, past and present. The student is expected to:		
(A)	identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being;	Note: This SE verb "have formed" addresses the "past" that is stated in the Knowledge and Skills Statement.	
(B)	<del>compare</del> <i>identify</i> ways in which people in the local community and other communities meet their needs for government, education, <del>communication</del> , transportation, and recreation. <del>;</del> <del>and</del>	Move New: Increase rigor of 2B by combining B and C "Communication" is not essential to master the concept of 2B. Communication does not differ from present day community to community.  Note: This SE verb "meet" addresses the "present" that is stated in the Knowledge and Skills Statement.	45 min.
<del>(C)</del>	<del>compare ways in which various other communities meet their needs.</del>	Combining 2C with 2B	0 min.

(3)	History. The student understands the concepts of time and chronology. The student is expected to:		
<del>(A)</del>	<del>use vocabulary related to chronology, including past, present, and future times;</del>	Duplicated: SE is taught in 1.3A and 2.2B. Students have the opportunity to master this vocabulary prior to 3rd grade. 3C is moving to 3A which address vocabulary that is more age appropriate and vertically aligned for this grade level.	55 min.
(A)	<u>apply the terms year, decade, and century to describe historical times; and.</u>	Moved SE C to SE A after deleting current A to vertically align the chronological vocabulary	0 min.
(B)	create and interpret timelines, <del>and</del>	Technical edit	
<del>(C)</del>	<del>apply the terms year, decade, and century to describe historical times.</del>	Move SE C to SE A after deleting current A to vertically align the chronological vocabulary	0 min.

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