



2027 Pre-K Guidelines Review Committee: Recommendations for Social Studies and Fine Arts Domains

LEGEND:

Additions are shown in green font with underlines.

Deletions are shown in ~~red font with strike-throughs~~.

Text moved from its current location to a new location are shown ~~purple font with strike-throughs~~ in the current location and shown in the new location in purple font with underlines. Text that has been moved should identify the new location and justification for the why the information was moved in the Committee Comments & Explanations column.

VII. Social Studies Domain	Committee Comments & Explanations
It is important for prekindergarten children to learn about people, places, and events in society, beginning with themselves, their family, and their community. This helps develop children’s self-identity and expand their understanding of the world outside their direct experience. The prekindergarten classroom may be one of the first places children interact with people from different backgrounds and learn about a variety of cultures and languages. Skills such as beginning economics, geography awareness, problem-solving, decision-making, and working independently as well as in teams in a classroom prepare children to become active participants in their local and larger society. Children enter prekindergarten with different experiences and prior knowledge; therefore, their background knowledge and understanding of the world may vary. It is important to connect instruction to children’s prior experiences and community contexts. This will help children make connections to some of the concepts in the social studies domain. The Social Studies domain of the <i>Texas Prekindergarten Guidelines</i> is divided into these skill areas: people past and present, economics, geography, and citizenship.	
A. People, Past and Present	Committee Comments & Explanations
Prekindergarten children are aware of time and begin to organize their lives around it. Young children learn to depend on events and routines that occur in a regular and predictable order. They begin to understand past events and how these events relate to their own experiences as well as present and future activities, demonstrating evidence of their growing	Consistent daily routines support transition from home to school.

understanding of time, change, culture, and continuity. <u>Routine-based understanding supports early temporal awareness in young children without requiring abstract time concepts.</u>				
2022 Texas PK3 Outcomes	2027 PK3 Outcome Recommendation	2022 Texas PK4 Outcomes	2027 PK4 Outcome Recommendation	Committee Comments & Explanations
No PK3 outcomes for this domain of learning.	<u>VII.A.1 Child recognizes self and familiar people by stating their own name, naming others, or identifying self and others in photos.</u>	VII.A.1 Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences.	VII.A.1 Child identifies <u>and describes</u> similarities and differences between himself , classmates, <u>families</u> , and others, <u>including personal people through specific characteristics,</u> and cultural influences.	PK3 – Builds background knowledge required for P4 outcome. PK4 – Understanding family is grounded in lived experience and emerges early in development. Aligns with introduction of revised SS TEKS (2026). Promotes pattern recognition and a stronger sense of self-awareness and self-belonging.
No PK3 outcomes for this domain of learning.	<u>VII.A.2 Child recognizes characteristics of family traditions, cultural influences, and community celebrations, including food, music, and clothing.</u>	VII.A.2 Child identifies similarities and differences in characteristics of families.	VII.A.2 Child identifies similarities and differences in characteristics of familyies <u>traditions cultural influences, and community celebrations, including food, music, and clothing.</u>	PK3 – Builds background knowledge required for P4 outcome on the path to kinder readiness. PK4 – Modified to include specificity. Cultural influences moved from A.1 to A.2. Aligns with SS TEKS 14.D Promotes pattern recognition and a stronger sense of self-awareness and self-belonging.

No PK3 outcomes for this domain of learning.	<u>VII.A.3 Child shows awareness of daily events and routines such as daily visual schedule and morning and bedtime routines.</u>	VII.A.3 Child connects his life to events, time, and routines.	VII.A.3 Child <u>describes and sequences familiar daily events and routines using words related to time and chronology such as first, next, last, before, after, yesterday, today, and tomorrow</u> connects his life to events, time, and routines.	PK3 – Routine-based understanding supports early temporal awareness without requiring abstract time concepts. Classroom environment checklist and is a required component of the learning environment for high-quality pre-k programs. PK4 – Removing “connects” and changes to “describes/sequences” allows for measurability. New outcome is developmentally appropriate. Vertically aligned to kinder TEKS and Grade 1 process standard 6.C and supports multiple domains such as executive function.
B. Economics				Committee Comments & Explanations
ndergarten children learn about the world through their community. They explore the roles and relationships of consumers and producers and become aware that people produce both goods and services. Children learn that their community benefits from its members working to contribute in many different ways. <u>Fostering community connections helps children feel safe, included, and to have a sense of belonging. They also help children learn about different kinds of people and the world around them to help them develop a sense of identity.</u>				Children can begin to understand social systems outside of their homes.
2022 Texas PK3 Outcomes	2027 PK3 Outcome Recommendation	2022 Texas PK4 Outcomes	2027 PK4 Outcome Recommendation	Committee Comments & Explanations
No PK3 outcomes for this domain of learning.	No PK3 outcomes for this domain of learning.	VII.B.1 Child demonstrates an understanding that all	VII.B.1 Child <u>identifies basic human needs, including</u>	PK4 – Adds measurability to the outcome. Identifies

		people need food, clothing, and shelter.	water, demonstrates an understanding that all people need food, clothing, and shelter.	that families and communities have certain needs. Looking at needs fosters basic growth, development, and well-being among young children, setting this stage for a lifetime of good health habits. Also has a cross-curricular connection with personal health and safety and nutrition. Vertical Alignment: (K)(8)(B)
No PK3 outcomes for this domain of learning.	<u>VII.B.2 Child explores the concepts of being a customer.</u>	VII.B.2 Child demonstrates an understanding of what it means to be a consumer.	VII.B.2 Child <u>identifies</u> demonstrates an understanding of what it means to be a consumer <u>as people who use or buy goods and services.</u>	PK3 – Allows students to engage in dramatic play for being a customer. PK4 - Introduces the concept of distinction between needs and wants and the value of money. Vertical Alignment: (K)(8)(A-D)
No PK3 outcomes for this domain of learning.	<u>VII.B.3 Child identifies family, school, and community helpers.</u>	VII.B.3 Child discusses the roles and responsibilities of family, school, and community helpers.	VII.B.3 Child <u>identifies and</u> discusses the roles and responsibilities of family, school, and community helpers <u>as people who work together to make the community a safer place for everyone.</u>	PK3 – Recognition of helpers and how they help is a precursor to roles and responsibilities. PK4 – Fostering community connections helps children feel safe, included, and to have a sense of belonging. They also help children learn about different kinds

				of people and the world around them to help them develop a sense of identity. Vertical Alignment: (14)(A-C)
C. Geography				Committee Comments & Explanations
Geography is taught as a part of social studies because it plays a crucial role in developing children’s awareness of relationships between people and the environment. In prekindergarten, geography is often viewed with a focus on activities that build geographic skills, such as mapmaking or drawing/describing geographical land features. Prekindergarten children begin to think about geography using location and direction. Children use <u>directions</u> to locate their relative position in space and to locate their home and school in their community. However, the geography discipline consists of two main categories: physical geography and human geography. While human geography is the study of the relationship between humans and their natural environment, physical geography is the study of the natural environment. Prekindergarten children should also explore the outdoors and experience the natural world. It is recommended that lessons about physical geography be taught outdoors on the school lawn, playground, or in the neighborhood nearby, when possible.				
2022 Texas PK3 Outcomes	2027 PK3 Outcome Recommendation	2022 Texas PK4 Outcomes	2027 PK4 Outcome Recommendation	Committee Comments & Explanations
No PK3 outcomes for this domain of learning.	No PK3 outcomes for this domain of learning.	VII.C.1 Child identifies and creates common geographic features.	VII.C.1 Child identifies, <u>describes, and represents familiar places</u> and creates common geographic features <u>in the environment such as landforms, bodies of water, and landmarks through drawings, creation of models, and play.</u>	PK4 – Vertically aligned for kinder readiness (identifying physical characteristics of places). Aligned to (Intro)(1)(B).
No PK3 outcomes for this domain of learning.	<u>VII.C.2 Child begins to recognize familiar places within their school environment.</u>	VII.C.2 Child explores geography tools and resources.	VII.C.2 Child explores <u>and uses basic</u> geography tools and resources <u>such as maps, photographs, and classroom</u>	PK4 – Aligns with kinder standards (2)(C-D). Geography experiences help children actively explore spaces and manipulate

			<u>diagrams to locate or identify familiar places.</u>	objects in the environment. Helps children develop cognitive skills, spatial awareness, and an understanding of the world around them.
D. Citizenship				Committee Comments & Explanations
Prekindergarten children begin to understand important symbols, routines, and celebrations associated with the United States. They begin to <u>cultivate an awareness of</u> understand what it means to be a citizen of the United States of America and a resident of the state of Texas.				PK3 – Outcomes not added for PK3 because additional outcomes were drafted in other skill areas that serve as precursors for PK4 citizenship outcomes.
2022 Texas PK3 Outcomes	2027 PK3 Outcome Recommendation	2022 Texas PK4 Outcomes	2027 PK4 Outcome Recommendation	Committee Comments & Explanations
No PK3 outcomes for this domain of learning.	No PK3 outcomes for this domain of learning.	VII.D.1 Child identifies the United States and Texas flag.	VII.D.1 Child identifies the United States and Texas flag.	PK4 – No adjustment. Outcome sufficiently builds to revised kinder SEs.
No PK3 outcomes for this domain of learning.	No PK3 outcomes for this domain of learning.	VII.D.2 Child recites the Pledge of Allegiance to the United States flag and the Texas flag and observes a moment of silence.	VII.D.2 Child recites the Pledge of Allegiance to the United States flag and the Texas flag and observes a moment of silence.	PK4 – No adjustment. Outcome sufficiently builds to revised kinder SEs.
No PK3 outcomes for this domain of learning.	No PK3 outcomes for this domain of learning.	VII.D.3 Child engages in voting as a method for group decision-making.	VII.D.3 Child engages in voting as a method for group decision-making <u>and solving problems such as choosing a book, game, or snack.</u>	PK4 – Specificity added. Outcome sufficiently builds to revised kinder SEs.
VIII. Fine Arts Domain				Committee Comments & Explanations
Art can help prekindergarten children learn to observe, organize, and interpret experiences through multiple mediums. They can benefit from many opportunities to creatively express themselves through music, movement and dance, dramatic play, and the visual arts (e.g., drawing, painting, building sculptures, etc.). The outcomes in this domain reflect children’s need to experiment, manipulate, and transform materials. Teachers can encourage this by providing opportunities for children to engage in the “process” of creating rather than focusing on the “product” that is created. Art				General comment for PK 3 outcomes - Rationale for adding PK3 outcomes in Fine Arts domain: Early Childhood research consistently shows

should be integrated across all learning domains and can be used to support many aspects of development (e.g., self-expression, fine and gross motor skills, sensory exploration, oral language, and vocabulary). The Fine Arts Domain of the <i>Texas Prekindergarten Guidelines</i> is divided into the following skills: art, music, and dramatic expression.	that children as young as 3: engage in sensory exploration through art materials, participate in music, movement, and rhythm, use pretend play and dramatic expression, and begin to respond to and imitate creative work. These are core developmental domains that support language development, positive character development, cognitive flexibility, and motor development. Fine arts domains at age 3 are included in NAEYC guidance, Head Start Early Learning Outcomes Framework (ELOF), and many state early learning guidelines. Excluding fine arts at PK3 creates a gap in developmental progression leading into PK4. The fine arts domain requires more specificity in the outcomes, which is why more “Such as” phrases are included. Teachers often do not have the training or background to understand some of the areas of fine arts. This supports high-quality PreK instruction.
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A. Art				Committee Comments & Explanations
Prekindergarten children explore a wide variety of materials and make discoveries about color, shape, and texture through art experiences. They learn to express what they know and begin to recognize how others express themselves through art. They begin to gain control of fine-motor muscles and practice hand-eye coordination. The majority of art experiences should be model/sample free with the focus being on the process of creating. <u>Artistic expression supports communication and representation before formal language skills develop.</u>				Research shows/survey says that artistic expression supports communication and representation before formal language skills develop.
2022 Texas PK3 Outcomes	2027 PK3 Outcome Recommendation	2022 Texas PK4 Outcomes	2027 PK4 Outcome Recommendation	Committee Comments & Explanations
No PK3 outcomes for this domain of learning.	<u>VIII.A.1 Child explores art materials through sensory experiences such as touching, molding, painting, and manipulating.</u>	VIII.A.1 Child uses a variety of art materials for sensory experiences and exploration.	VIII.A.1 Child uses a variety of art materials <u>such as paint, clay, collage, drawing tools and loose parts</u> for sensory experiences, <u>fine motor development</u> , and exploration.	PK3 – The new outcome creates exposure for PK3. PK3 teachers require further guidance on expectations for this age. This is a foundational prerequisite for the PK4 outcome. PK4 – It reinforces STEAM experiences and also highlights the cross-curricular connections, emergent literacy development, and physical development.
No PK3 outcomes for this domain of learning.	<u>VIII.A.2 Child creates simple artwork that begins to express ideas, feelings, or experiences.</u>	VIII.A.2 Child uses art as a form of creative self-expression and representation.	VIII.A.2 Child <u>creates and describes artwork inspired by personal ideas, feelings, or experiences</u> uses art as a form of creative self-expression and representation.	PK3 – PK3 requires guidance. Artistic expression supports communication and representation before formal language skills develop (Golomb, 2004). PK4 – Deeper explanation of the motivation behind the creation of art is provided.

				Outcome aligns to kindergarten readiness. Describing art supports oral language development.
No PK3 outcomes for this domain of learning.	<u>VIII.A.3 Child exhibits curiosity in and pays attention to the creative work of others by looking, pointing, or responding.</u>	VIII.A.3 Child demonstrates interest in and shows appreciation for the creative work of others.	VIII.A.3 Child demonstrates interest in and shows appreciation for the creative work of others <u>by looking, responding, or asking questions.</u>	PK 3 - PK3 requires guidance. Artistic expression supports communication and representation before formal language skills develop (Golomb, 2004). There is a cross-curricular connection with writing as a process and self-concept skills. PK 4 – Cross-curricular connection with self-concept skills and emergent literacy with comprehension of text.
B. Music				Committee Comments & Explanations
Prekindergarten children express themselves through singing and movement and by playing simple instruments. Like art, music is a form of experiencing, learning, and communicating with others. Children learn to experiment with musical concepts, such as volume, tempo, and sound. Their vocabulary is expanded. <u>Singing and playing musical games helps students increase their vocabulary, pattern recognition, speech, and oral language development.</u> They begin to appreciate different types <u>and styles</u> of music <u>from different cultures.</u>				Teachers should allow for student free choice opportunities and student input. Teachers are encouraged to limit the use of screens or other technology devices and rather focus on two-way consumption of music and interaction. Singing helps students increase their vocabulary and develop pattern recognition and speech.

2022 Texas PK3 Outcomes	2027 PK3 Outcome Recommendation	2022 Texas PK4 Outcomes	2027 PK4 Outcome Recommendation	Committee Comments & Explanations
No PK3 outcomes for this domain of learning.	<u>VIII.B.1 Child participates in adult-led music activities by singing or playing simple instruments with support.</u>	VIII.B.1 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.	VIII.B.1 Child participates in <u>adult or student-led</u> classroom -music activities including singing, playing musical instruments, <u>and replicating rhythmic patterns,</u> and moving to rhythms.	PK3 – PK3 requires guidance. Rhythm and music engagement support movement, language memory, and motor coordination. There is a cross-curricular connection with oral language development, patterns, and articulation. PK4 – Rhythm and music engagement support movement, language memory, and motor coordination. There is a cross-curricular connection with oral language development, patterns, and articulation.
No PK3 outcomes for this domain of learning.	<u>VIII.B.2 Child responds to different musical styles through movement and play.</u>	VIII.B.2 Child responds to different musical styles through movement and play.	VIII.B.2 Child responds to different musical styles through <u>coordinated</u> movement and play.	PK3 – PK3 requires guidance. Movement supports physical development (gross and fine motor skills) and self-regulation. PK4 – Movement supports physical development (gross and fine motor skills) and self-regulation.
C. Dramatic Expression				Committee Comments & Explanations

Prekindergarten children participate in expressive and spontaneous productions through creative dramatic play. Children demonstrate their unique interpretation of music, songs, and stories through movement and dramatic experiences. These experiences contribute to children's ability to communicate more effectively and engage in cooperative play with others. <u>Stepping into different roles boosts flexible thinking, planning, and sequencing. It translates abstract concepts (such as community helpers or professionals) into concrete understanding.</u>				National Association of Education of Young Children (NAEYC)
2022 Texas PK3 Outcomes	2027 PK3 Outcome Recommendation	2022 Texas PK4 Outcomes	2027 PK4 Outcome Recommendation	Committee Comments & Explanations
No PK3 outcomes for this domain of learning.	<u>VIII.C.1 Child engages in pretend play by imitating actions, roles, or experiences with support.</u>	VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.	VIII.C.1 Child creates or <u>reenacts</u> recreates stories, <u>feelings</u> , moods , or experiences through <u>pretend play or</u> dramatic representations.	PK3 – PK3 requires guidance. Pretend play supports symbolic thinking, language, and social development. Supports self-regulation, communication, and negotiation. PK4 – Internal recommendations included roleplay. Pretend play supports symbolic thinking, language, and social development. Supports self-regulation, communication, and negotiation. Several cross-curricular opportunities exist in roleplay and pretend play such as counting money, shopping, etc.