

Work Groups C and D Draft Recommendations
Social Studies, Texas Essential Knowledge and Skills
Elementary, Kindergarten–Grade 5

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

June 2018

These recommendations reflect changes to the social studies Texas Essential Knowledge and Skills (TEKS) for kindergarten–grade 5 that have been recommended by State Board of Education’s TEKS streamlining work groups C and D. 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 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. 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) | Knowledge and skills. | | |
| (1) | History. The student understands that holidays are celebrations of special events. The student is expected to: | | |
| (A) | identify explain the reasons for 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 nd 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 <i>and good citizens</i> , including Stephen F. Austin and George Washington, Christopher Columbus, and José Antonio Navarro , who helped to shape the <i>community</i> , state and nation. and | 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) | identify contributions of patriots and good citizens who have shaped the community. | 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. | | |

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| (4) | Geography. The student understands the concept of location. The student is expected to: | | |
| (A) | use spatial terms, including over, under, near, far, left, and right, to describe relative location; | Elementary teachers may not be aware that spatial terms are integral to teaching geography. This will clarify the concept of the term spatial may help teachers recognize a place to integrate math into the social studies and vice versa. Instructional materials include this term since it is a major part of understanding geography. | No change |
| (B) | locate places on the school campus and describe their relative locations; and | | |
| (C) | identify and explore geographic tools that aid in determining location, including maps and globes. | This addition does not add to the SE, but rather adds consistency of terminology used throughout the geography strand k-12. The Pre-K geography guidelines include “and explore” which refers to tactile experiences rather than just identify. So in order for alignment K-2. Instructional material was checked. | No change |
| (5) | Geography. The student understands physical and human characteristics of place to better understand self, home, family, classroom, and the world around them . The student is expected to: | This clarifies for the Kinder teacher that understanding place at this age is at a smaller scale and should focus on these areas of a child’s known world. This correlates to the Introduction of the course. | No change |
| (A) | identify the physical characteristics of place such as landforms, bodies of water, Earth’s natural resources, and weather; and | At a Kinder level removing the word natural is age level appropriate and aligned with instructional material. The word Earth clarifies the focus of place rather than trying to teach “natural resources”. Natural resources are not identified until 2 nd grade in the Science TEKS (2.7C) | 45 minutes |
| (B) | identify how geographic location influences the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location. | The change in wording clarifies this SE for ease of understanding. The ways of earning a living is not age appropriate for Kinder. It is more appropriate for a higher grade level and should be in an Economic Strand. | 90 minutes |
| (6) | Economics. The student understands that basic human needs and wants are met in many ways. The student is expected to: | | |
| (A) | identify basic human needs of food, clothing, and shelter; | | |
| (B) | explain the difference between needs and wants; and | | |
| (C) | explain how basic human needs and wants can be met such as through self-producing, purchasing, and trading. | A better alignment to knowledge and skills statement to better define the SE and support 6B. Included in Pearson instructional materials (p 43 & 44) | No time changed, due to clarification |

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| (7) | Economics. The student understands the value of jobs. The student is expected to: | | |
| (A) | identify jobs in the home, school, and community; and | | |
| (B) | explain why people have jobs. | | |
| (8) | Government. The student understands the purpose of rules. The student is expected to: | | |
| (A) | identify purposes for having rules; and | | |
| (B) | identify rules that provide order, security, and safety in the home and school. | | |
| (9) | Government. The student understands the role of authority figures. The student is expected to: | | |
| (A) | identify authority figures in the home, school, and community; and | | |
| (B) | explain how authority figures make and enforce rules. | | |
| (10) | Citizenship. The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to: | | |
| (A) | identify the flags of the United States <u>flag</u> and <u>the</u> Texas <u>state flag</u> ; | Clarification to exclude the six flags over Texas and to align with current instructional materials at the Kindergarten level. Time reduction is based on Group A estimation of 124 minutes for this SE. | 80 minutes |
| (B) | recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag; <u>and</u> | | |
| (C) | identify Constitution Day as a celebration of American freedom; and | Removed due to redundancy with SE 1(A) which asks students to identify national patriotic holidays | 77 minutes |
| (C)(D) | use voting as a method for group decision making. | | |
| (11) | Culture. The student understands similarities and differences among <u>individuals</u> people . The student is expected <i>to identify similarities and differences among individuals people such as kinship, laws, and religion.</i> | More appropriate terminology to provide clarity and clearly identify vertical alignment. Same change in SEs. An unnecessary example and not developmentally appropriate. | |
| (A) | identify similarities and differences among people such as kinship, laws, and religion; and | Laws is an unnecessary example and not developmentally appropriate. | 30 minutes |

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| (B) | identify similarities and differences among people <i>such as music, clothing, and food.</i> | Move to 12(A) | |
| (12) | Culture. The student understands the importance of family customs and traditions. The student is expected to: | Redundant terminology and unnecessary for grade level. Same change in SEs. | |
| (A) | describe and explain the importance of family customs and traditions <i>such as music, clothing, and food</i> ; and | Moved from 11(B). Applies to traditions among families more clearly than among individuals. | No change |
| (B) | compare family customs and traditions <i>among families.</i> | Clarification of what is being compared. | No change |
| (13) | 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: | | |
| (A) | identify examples of technology used in the home and school; | | |
| (B) | describe how technology helps accomplish specific tasks and meet people's needs; and | | |
| (C) | describe how his or her life might be different without modern technology. | | |
| (14) | Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including digital electronic technology. The student is expected to: | Clarifying language: contemporary verbiage | N/A |
| (A) | gather obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music; | Clarifying language: a more actionable word, aligned with newly adopted ELAR TEKS (adopted 2017) | N/A |
| (B) | gather obtain information about a topic using a variety of valid visual sources such as pictures, symbols, digital electronic media, print material, and artifacts; and | Clarifying language: a more actionable word, aligned with newly adopted ELAR TEKS (adopted 2017) Clarifying language: contemporary verbiage | N/A |
| (C) | sequence and categorize information. | No change | N/A |
| (15) | Social studies skills. The student communicates in oral and visual forms. The student is expected to: | No change | N/A |
| (A) | express ideas orally based on knowledge and experiences; and | No change | N/A |
| (B) | create and interpret visuals, including pictures and maps. | No change | N/A |

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| (16) | Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings . The student is expected to: | Deleted: unnecessary language | N/A |
| (A) | use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and | No change | N/A |
| (B) | use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision. | No change | N/A |

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| §113.12. Social Studies, Grade 1, Beginning with School Year 2011-2012. | | | |
|---|--|---|------------------------------|
| | TEKS with edits | Work Group Comments/Rationale | Instructional Time Reduction |
| (b) | Knowledge and skills. | | |
| (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 San Jacinto Day , 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, past and present . | 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, and Garrett Morgan, and Richard Allen , 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 the similarities and differences among 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) | use a calendar and simple timeline to describe and measure calendar time in by days, weeks, months, and years, and | 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 st to 3 rd grade. | 100 min. |

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| (C) | create a calendar and simple timeline. | Combined 3C with 3B | |
| (4) | Geography. The student understands the relative location of places. The student is expected to: | | |
| (B) (A) | locate places using the four cardinal directions; and | The rationale for changing A and B SE is that it is more developmentally appropriate to teach “Relative terminology in B” before actually introducing 4 cardinal directions. | No change |
| (A) (B) | describe the location of self and objects relative to other locations in the classroom and school <u>using spatial terms</u> ; and | The clarification supports the TEKS from previous grade levels and uses the same terms from Kinder. After checking with the instructional materials this wording is included. | No change |
| (5) | Geography. The student understands the purpose of <u>geographic tools</u> , <u>including</u> maps and globes. The student is expected to: | Clarifying “geographic tools” helps teachers recognize that this terminology is used throughout the Geography strand K-12. | No change |
| (A) | create and use simple maps such as maps of the home, classroom, school, and community; and | | |
| (B) | locate <u>and explore</u> the community, Texas, and the United States on maps and globes. | This change provides consistency from Kindergarten to First Grade. Exploring is an important tactile concept for this grade level. Instructional material covers this concept of exploring in 1st. | No change |
| (6) | Geography. The student understands various physical and human characteristics <u>of place to better understand their community and the world around them</u> . The student is expected to: | The term various is too nebulous and opens the door for confusion therefore we crossed out this word. “Of place” is a more concrete term used in all of the instructional material and is consistent with Geography K-12. Adding the term community and world around them helps focus the teachers on the purpose stated in the 1st grade Introduction for social studies. | 45 minutes |
| (A) | identify and describe the physical characteristics of place such as landforms, bodies of water, <u>Earth’s</u> natural resources, and weather; and | Provides alignment to Kinder. | 45 minutes |
| (B) | identify examples of and uses for natural resources in the community, state, and nation; and | The concept of natural resources is introduced in science in 3.7D therefore is it not appropriate for 1st grade. This standard was not tied to the characteristics of place as used in these SEs. It is more of an economic factor. | 174 minutes |

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| (B)(E) | identify and describe how <i>geographic location</i> influences the human characteristics of place such as shelter, clothing, food, and activities are based upon <i>geographic location</i> . | We clarified this SE by moving “geographic location” and inserting the word “influences.” The word influences provided consistency with Kinder SE 5B | No change |
| (7) | Economics. The student understands how families meet basic human needs. The student is expected to: | | |
| (A) | describe ways that families meet basic human needs; and | | |
| (B) | describe similarities and differences in ways families meet basic human needs. | | |
| (8) | Economics. The student understands the concepts of goods and services. The student is expected to: | | |
| (A) | identify examples of goods and services in the home, school, and community; | | |
| (B) | identify ways people exchange goods and services; and | | |
| (C) | identify the role of markets in the exchange of goods and services. | | |
| (9) | Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to: | | |
| (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; and | | |
| (C) | identify examples of choices families make when buying goods and services. | | |
| (10) | Economics. The student understands the value of work. The student is expected to: | | |
| (A) | describe the components of various jobs and the characteristics of a job well performed; and | | |
| (B) | describe how specialized jobs contribute to the production of goods and services. | | |

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| (11) | Government. The student understands the purpose of rules and laws. The student is expected to: | | |
| (A) | explain the purpose for rules and laws in the home, school, and community; and | | |
| (B) | identify rules and laws that establish order, provide security, and manage conflict. | | |
| (12) | Government. The student understands the role of authority figures, public officials, and citizens. The student is expected to: | | |
| (A) | identify the responsibilities of authority figures in the home, school, and community; <u>and</u> | | |
| (B) | identify and describe the roles of public officials in the community, state, and nation. ;- and | | |
| (C) | identify and describe the role of a good citizen in maintaining a constitutional republic. | Removed due to redundancy with 13(A); 14(D) where responsibilities and duties of citizenship are covered. Also, at the first grade level, no SE requires understanding of a Constitutional Republic | 90 minutes |
| (13) | Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to: | | |
| (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; <u>and</u> | | |
| (B) | identify historical figures <i>and other individuals who have exemplified good citizenship</i> such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt <i>who have exemplified good citizenship</i> . ;- and | Merged 13(B) and 13(C) to streamline SEs. Removed Benjamin Franklin because he is covered in Third Grade SE 1(B) which identifies him as an individual who helped shape communities. Removed Francis Scott Key because his contribution is covered in Second Grade SE 14(B) which covers the Star Spangled Banner and per work Group B recommendations. | 30 minutes |
| (C) | identify other individuals who exemplify good citizenship. | Merged with 13(B) | 129 minutes |

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| (14) | Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to: | | |
| (A) | explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo; | | |
| (B) | recite and explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag; | | |
| (C) | identify anthems and mottoes of Texas and the United States; | | |
| (D) | explain and practice voting as a way of making choices and decisions; <u>and</u> | | |
| (E) | explain how patriotic customs and celebrations reflect American individualism and freedom. ; <u>and</u> | | |
| (F) | identify Constitution Day as a celebration of American freedom. | Removed due to redundancy with SE 1(A) which asks students to identify national patriotic holidays | 78 minutes |
| (15) | Culture. The student understands the importance of family and community beliefs, eustoms , language, and traditions. The student is expected to: | Redundant terminology and unnecessary for grade level. Customs appears in 4 th Grade 19(B) where the differentiation is more developmentally appropriate. Same change in SEs. | |
| (A) | describe and explain the importance of various beliefs, eustoms , language, and traditions of families and communities; and | Unnecessary verbiage. | No change |
| (B) | explain the way folktales and legends such as Aesop's fables reflect beliefs, eustoms , language, and traditions of communities. | The illustrative example is not the most representative of family and community. | No change |
| (16) | Science, technology, and society. The student understands how technology affects daily life, past and present. The student is expected to: | | |
| (A) | describe how technology <u>has affected</u> changes the ways families live; <u>and</u> | Term better aligns with the KS, same in 16(B). | No change |
| (B) | describe how technology <u>has affected</u> changes communication, transportation, and recreation. ; <u>and</u> | | |
| (C) | describe how technology changes the way people work. | Redundant, developmentally appropriate examples covered in 16(B). | 55 minutes |

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| (17) | Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including <u>digital</u> electronic technology. The student is expected to: | Clarifying language: contemporary verbiage | N/A |
| (A) | <u>gather</u> obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music; | Clarifying language: a more actionable word, aligned with newly adopted ELAR TEKS (adopted 2017) | N/A |
| (B) | <u>gather</u> obtain information about a topic using a variety of valid visual sources such as pictures, symbols, <u>digital</u> electronic media, maps, literature, and artifacts; and | Clarifying language: a more actionable word, aligned with newly adopted ELAR TEKS (adopted 2017) Clarifying language: contemporary verbiage | N/A |
| (C) | sequence and categorize information. | No change | N/A |
| (18) | Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to: | No change | N/A |
| (A) | express ideas orally based on knowledge and experiences; and | No change | N/A |
| (B) | create and interpret visual and written material. | No change | N/A |
| (19) | Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings . The student is expected to: | Deleted: unnecessary language | N/A |
| (A) | use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and | No change | N/A |
| (B) | use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision. | No change | N/A |

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| §113.13. Social Studies, Grade 2, Beginning with School Year 2011-2012. | | |
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| TEKS with edits | Work Group Comments/Rationale | Instructional Time Reduction |
| (b) Knowledge and skills. | | |
| (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> interpret 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) use describe various evidence of the same time period using 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. |

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| (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, John Hancock , 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 nd 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, W. E. B. DuBois , Robert Fulton , 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. | | |
| (5) | Geography. The student uses simple geographic tools, <u>including</u> such as maps and globes. The student is expected to: | The term including is consistent with other grade levels. | No change |
| (A) | <u>identify and use</u> interpret information on maps and globes using basic map elements such as title, <u>cardinal directions</u> orientation (north, south, east, west) , and legend/map keys; and | Age appropriate verb clarification when changing interpret to identify and use. We crossed out orientation (north, south, east and west) and inserted the consistent term of cardinal direction that is used in prior and subsequent grade levels. The vocabulary is consistent with instructional materials. | 45 minutes |
| (B) | create maps to show places and routes within the home, school, and community. | | |

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| (6) | <p>Geography. The student understands the <u>location</u> locations and characteristics of places and regions in <u>their</u> the community, state, <u>country, and nation</u> and the world. The student is expected to:</p> | <p>By taking out “and characteristics, and regions” this is more age appropriate for 2nd grade and the SE’s below did not address characteristics or regions. Regions isn’t addressed in instructional materials.</p> <p>Clarification of the term nation in a geographic sense refers to a specific group of people based on culture, therefore the correct term needed here is country.</p> <p>SE’s under refer to the world therefore, “and the world” needed to be added because that concept is part of the Introduction of 2nd grade.</p> | 90 minutes |
| (A) | <p>identify major landforms and bodies of water, including each of the <u>seven</u> continents and each of the <u>four</u> oceans, on maps and globes; <u>and</u></p> | <p>Clarification for consistency in understanding continents and oceans in the 2nd grade instructional materials.</p> <p>NOTE: For vertical alignment purposes the discrepancies of the 5th Ocean and other descriptions of Continents can be addressed in the upper grades.</p> | No change |
| (B) | <p>locate places of significance, including the local community, Texas, <u>the United States</u>, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, and the bordering countries of Canada, <u>and</u> Mexico, and the United States on maps and globes; and</p> | <p>Following the TEK of local, state, nation and world this clarification of the SE flows for better understanding. The crossed out sections do not follow the Knowledge and Skills statement.</p> | 90 minutes |
| (C) | <p>examine information from various sources about places and regions.</p> | <p>This is more of a skill and is redundant because it is located in the Social Studies skills 2.18 (A-E) Time saving occurs because it is no longer taught in isolation.</p> | 90 minutes |
| (7) | <p>Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:</p> | <p>This entire TEK doesn’t align with any other grade level TEK and is not appropriate for this course of study. Teaching this in isolation is not effective. Where this concept is very important the connection piece to application is not appropriate at 2nd grade. This will be taught in context starting at grade 4.</p> | (The times below are from Group A estimates) |
| (A) | <p>describe how weather patterns and seasonal patterns affect activities and settlement patterns;</p> | | 171 minutes |
| (B) | <p>describe how natural resources and natural hazards affect activities and settlement patterns;</p> | | 150 minutes |
| (C) | <p>explain how people depend on the physical environment and natural resources to meet basic needs; and</p> | | 169 minutes |

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| (D) | identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns. | SPECIAL NOTE this SE needs to be addressed in another grade level where direct application of understanding can be provided such as 5 th grade in the explanation of Growth of Cities 5.7C and the concept settlement patterns of rural to urban needed in 4 th and 5 th grade. | 173 minutes |
| (7)(8) | Geography. The student understands how humans use and modify the physical environment <u>of place</u> . The student is expected to: | The wording “of place” is added consistency of geographic vocabulary | |
| (A) | identify ways in which people have modified the physical environment such as <u>clearing land</u> , building roads, clearing land for urban development and agricultural use, and drilling for oil; | We removed the term urban (Refer to 7D) The term “for urban development and” isn’t a necessary part of understanding the concept of modifying the environment. The arrangement of such as statements makes the flow of the SE more appropriate. | 90 minutes |
| (B) | identify positive and negative consequences of human modification of the physical environment such as the use of irrigation to improve crop yields ; and | A jump from “identify in (A) then jumping to “positive and negative consequences” is a difficult concept at this grade level. This will be addressed at later grade levels. | 135 minutes |
| (C) | identify ways people can conserve and replenish <u>Earth’s natural</u> resources. | Clarification for consistency | No change |
| (9) | Economics. The student understands the value of work. The student is expected to: | | |
| (A) | explain how work provides income to purchase goods and services; and | | |
| (B) | explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work. | Note to full revision: U.S Free Enterprise system should be defined before it is taught. This would affect the introduction to the 2 nd grade TEKS. Currently this concept is not properly vertically aligned with 3 rd grade. | |
| (10) | Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to: | | |
| (A) | distinguish between producing and consuming; | | |
| (B) | identify ways in which people are both producers and consumers; and | | |
| (C) | examine the development of a product from a natural resource to a finished product. | | |

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| (11) | Government. The student understands the purpose of governments. The student is expected to: | | |
| (A) | identify functions of governments such as establishing order, providing security, and managing conflict; | | |
| (B) | identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community; and | | |
| (C) | describe how governments tax citizens to pay for services. | | |
| (12) | Government. The student understands the role of public officials. The student is expected to: | | |
| (A) | name current public officials, including mayor, governor, and president; | | |
| (B) | compare the roles of public officials, including mayor, governor, and president; | | |
| (C) | identify ways that public officials are selected, including election and appointment to office; and | | |
| (D) | identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions. | | |
| (13) | Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to: | | |
| (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; | | |
| (B) | identify historical figures <i>and other individuals who have exemplified good citizenship</i> such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers , and Sojourner Truth <i>who have exemplified good citizenship; and</i> | Merged 13(B) and 13(C) to streamline SEs. Removed World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers because they are not appropriate for this grade level and would require significant background and study of WWII and per work Group B recommendations. | 30 minutes |
| (C) | identify other individuals who exemplify good citizenship; and | Moved to merge with 13(B) | 115 minutes |

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| (C) (D) | identify ways to actively practice good citizenship, including involvement in community service. | | |
| (14) | Citizenship. The student identifies customs, symbols, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to: | | |
| (A) | recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag; | | |
| (B) | identify selected patriotic songs, including "The Star Spangled Banner" and "America the Beautiful"; <u>and</u> | | |
| (C) | identify selected symbols such as state and national birds and flowers and patriotic symbols such as the U.S. and Texas flags and Uncle Sam; and | Removed selected for clarification. Removed US and Texas flags due to redundancy with 14(A) The US and Texas Flags have been covered thoroughly in previous grade levels | 67 minutes |
| (D) | identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom. | Removed due to redundancy in 1(A) which covers celebrations; 14(C) which covers symbols; 17(A) which covers inventiveness; 14(A) which covers customs | 143 minutes |
| (15) | Culture. The student understands the significance of works of art in the local community. The student is expected to: | | |
| (A) | identify <u>examples of local works of art such as</u> selected stories, poems, statues, paintings, <u>or</u> and other <u>forms of expression</u> examples of the local cultural heritage ; and | Clarify that a variety of examples may or may not exist in a local community, also reduces the overall content. | 45 minutes |
| (B) | explain the significance of <u>local works of art such as</u> selected stories, poems, statues, paintings, <u>or</u> and other <u>forms of expression</u> examples of the local cultural heritage . | Clarify that a variety of examples may or may not exist in a local community, also reduces the overall content. | 45 minutes |
| (16) | Culture. The student understands ethnic and/or cultural celebrations <u>of the local community</u> . The student is expected to: | Clarifies the scope of the KS and creates clearer vertical alignment. | No change |
| (A) | identify the significance of various ethnic and/or cultural celebrations; and | | |
| (B) | compare ethnic and/or cultural celebrations. | | |
| (17) | Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to: | | |
| (A) | describe how science and technology <u>has affected</u> change communication, transportation, and recreation; and | Term better aligns with the KS, same in 17(B). | No change |

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| (B) | explain how science and technology has affected change the ways in which people meet basic needs. | | |
| (18) | Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including digital electronic technology. The student is expected to: | Clarifying language: contemporary verbiage | N/A |
| (A) | gather obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music; | Clarifying language: a more actionable word, aligned with newly adopted ELAR TEKS (adopted 2017) | N/A |
| (B) | gather obtain information about a topic using a variety of valid visual sources such as pictures, maps, digital electronic sources, literature, reference sources, and artifacts; | Clarifying language: a more actionable word, aligned with newly adopted ELAR TEKS (adopted 2017) | N/A |
| (C) | use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate information; | Deleted: Internet is implied | N/A |
| (D) | sequence and categorize information; and | No change | N/A |
| (E) | interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting. | No change | N/A |
| (19) | Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: | No change | N/A |
| (A) | express ideas orally based on knowledge and experiences; and | No change | N/A |
| (B) | create written and visual material such as stories, poems, maps, and graphic organizers to express ideas. | No change | N/A |
| (20) | Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings . The student is expected to: | Deleted: unnecessary language | N/A |
| (A) | use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and | No change | N/A |

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| §113.14. Social Studies, Grade 3, Beginning with School Year 2011-2012. | | |
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| TEKS with edits | Work Group Comments/Rationale | Instructional Time Reduction |
| (b) Knowledge and skills. | | |
| (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, Benjamin Banneker , 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, and Juan de Oñate , 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) compare <i>identify</i> ways in which people in the local community and other communities meet their needs for government, education, communication , transportation, and recreation. ; <i>and</i> | 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. |
| (C) compare ways in which various other communities meet their needs. | Combining 2C with 2B | 0 min. |

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| (3) | History. The student understands the concepts of time and chronology. The student is expected to: | | |
| (A) | use vocabulary related to chronology, including past, present, and future times; | 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. |
| (B) | create and interpret timelines. ; and | Technical edit | |
| (C) (A) | apply the terms year, decade, and century to describe historical times; and | Move SE C to SE A after deleting current A to vertically align the chronological vocabulary | 0 min. |
| (4) | Geography. The student understands how humans adapt to <u>and/or modify</u> variations in the physical environment. The student is expected to: | Clarification of the Knowledge and Skills to align with the SE's. In Geography adapt and modify are separate geographic concepts and both are addressed in the SE's and is in all instructional materials. | No change |
| (A) | describe <u>similarities and differences</u> and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards; | Clarification – similarities and differences is more grade appropriate for 3 rd grade. Note: that this grade level Natural Resources changes from Earth resources. This is addressed in the Science TEKS and all instructional material. | No change |
| (B) | identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains; | | |
| (C) | describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape; and | | |
| (D) | describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape. ; and | | |
| (E) | identify and compare the human characteristics of various regions. | Eliminating this SE is more in line with the pattern throughout the early grade levels. Various regions is too broad and not grade level appropriate. This SE doesn't align with the Knowledge statement. | 133 minutes |
| (5) | Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to: | | |
| (A) | use cardinal and intermediate directions to locate places on maps and globes such as the Rocky Mountains, the Mississippi River, and Austin, Texas; in relation to the local community; | By eliminating the “such as” statement we bring the focus back to the SE of introducing intermediate directions and using cardinal directions on maps and globes, as well as the 3 rd grade focus of community. | 45 minutes |

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| (B) | use a scale to determine the distance between places on maps and globes; <u>and</u> | | |
| (E) | identify, and use the compass rose, grid system, and symbols to locate places on maps and globes; and | Combined with 5(D) for clarity | No change |
| (C) (D) | identify, create, and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system. | The elimination of “and regions” as a concept will be introduced in a more appropriate context in 4 th grade. | 45 minutes |
| (6) | Economics. The student understands the purposes of earning, spending, <u>and</u> saving, and donating money. The student is expected to: | Duplication- donating money is covered in Math 9F (personal financial literacy) | 20 minutes |
| (A) | identify ways of earning, spending, <u>and</u> saving, and donating money; and | Duplication- donating money is covered in Math 9F (personal financial literacy) | 20 minutes |
| (B) | create a simple budget that allocates money for spending, <u>and</u> saving, and donating . | Duplication- donating money is covered in Math 9F (personal financial literacy) | 20 minutes |
| (7) | Economics. The student understands the role concept of <u>scarcity in</u> the free enterprise system. The student is expected to: | Aligning the Knowledge and Skills statement to the Student Expectations and narrows the scope of the Student Expectations. | No change in time |
| (A) | define <u>scarcity</u> and identify examples of scarcity ; <u>and</u> | Clarifying and correcting the wording | No change in time |
| (B) | explain the impact of scarcity on the production, distribution, and consumption of goods and services <u>in the U.S. free enterprise system</u> ; and | 3.7C was combined with 3.7B to provide clarity and focus to the student expectation. | No change in time |
| (E) | explain the concept of a free market as it relates to the U.S. free enterprise system. | 3.7C was combined with 3.7B to provide clarity and focus to the student expectation. | 60 minutes |
| (8) | Economics. The student understands how businesses operate in the U.S. free enterprise system. The student is expected to: | | |
| (A) | identify examples of how a simple business operates; | Duplication- Business operations are addressed in 3.8B-C The term “simple business” is vague in the field of economics. Also, the term “simple business” does not appear to be covered in the instructional materials. | 30 minutes |
| (A) (B) | explain how supply and demand affect the price of a good or service; | | |
| (B) (C) | explain how the cost of production and selling price affect profits; | | |

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| (C)(D) | explain how government regulations and taxes impact consumer costs; and | | |
| (D)(E) | identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton , who have started new businesses. | People removed per the rubric, narrows the scope of the student expectation and allows to teachers to focus on entrepreneurs in the community. Sam Walton is named in US History 1877-present, and Economics TEKS. | 60 minutes |
| (9) | Government. The student understands the basic structure and functions of various levels of government. The student is expected to: | | |
| (A) | describe the basic structure of government in the local community, state, and nation; | | |
| (B) | identify local, state, and national government officials and explain how they are chosen; | | |
| (C) | identify services commonly provided by local, state, and national governments; and | | |
| (D) | explain how local, state, and national government services are financed. | | |
| (10) | Government. The student understands important ideas in historical documents at various levels of government. The student is expected to: | | |
| (A) | identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights; and | | |
| (B) | 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. | Removed explain to streamline | 30 minutes |
| (11) | Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to: | | |
| (A) | identify characteristics of good citizenship; such as 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; | Changed including to such as due to this SE being a review from earlier grade levels. SE 1.13(A) and 2.13(A) | 200 minutes |

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| (B) | identify historical figures such as Helen Keller and Clara Barton and contemporary figures such as Ruby Bridges and military and first responders who exemplify good citizenship; and | | |
| (C) | identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting, and explain their importance. | Moved for clarification | |
| (12) | Citizenship. The student understands the impact of individual and group decisions on communities in a constitutional republic. The student is expected to: | | |
| (A) | give examples of community changes that result from individual or group decisions; | | |
| (B) | identify examples of actions individuals and groups can take to improve the community; and | | |
| (C) | identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good. | | |
| (13) | Culture. The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to: | | |
| (A) | explain the significance of various ethnic and/or cultural celebrations in the local community and other communities; and | | |
| (B) | compare ethnic and/or cultural celebrations in the local community with other communities. | | |
| (14) | Culture. The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to identify and describe compare the heroic deeds of state and national heroes, such as including Hector P. Garcia, and James A. Lovell, military and first responders, and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes. | Verb change is more developmentally appropriate for grade level and reduces time. Change of <i>including</i> to <i>such as</i> allows teachers greater flexibility. Historical figures deletions recommended by Work Group B. Content consolidated from 14(A) and 14(B). | |
| (A) | <i>identify and compare the heroic deeds of state and national heroes, including Hector P. Garcia and James A. Lovell, and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes; and</i> | Most content moved to single SE (14(A) in KS). | 100 minutes |

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| (B) | identify and analyze the heroic deeds of individuals, including military and first responders such as the Four Chaplains. | Military and first responder figures consolidated into single SE (14)(A). Deeds of individuals becomes redundant due to revised wording. Four Chaplains deleted at recommendation of Work Group B. | 30 minutes |
| (15) | Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to: | | |
| (A) | identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley and their stories, poems, statues, and paintings and other <u>forms of expression</u> examples of cultural heritage from various communities; and | The change creates vertical alignment between Grade 2 and 3. Current illustrative list lacks sculptors, painters, etc. | No change |
| (B) | explain the significance of various individual writers and artists such as Carmen Lomas Garza, and Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings and other <u>forms of expression</u> examples of cultural heritage to various communities. | The change creates vertical alignment between 2 nd and 3 rd grade. Current illustrative list lacks sculptors, painters, etc. Deletion of Bill Martin Jr. based on recommendation of Work Group B. | No Change |
| (16) | Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student is expected to: | | |
| (A) | identify scientists and inventors, individuals who have discovered scientific breakthroughs or created or invented new technology such as including Jonas Salk, Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, and Louis Pasteur; and | Changes serve as clarification to align with KS. Change from <i>including</i> to <i>such as</i> balances out the verb change in SE 16 (B). | 90 minutes |
| (B) | <u>describe</u> identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities. | Aligning the verb with the intended task. | |
| (17) | Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including <u>digital</u> electronic technology. The student is expected to: | Clarifying language: contemporary verbiage | N/A |
| (A) | research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and <u>digital</u> Internet resources; | Clarifying language: contemporary verbiage | N/A |
| (B) | sequence and categorize information; | No change | N/A |

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| (C) | interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting; | No change | N/A |
| (D) | use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information; | Internet is implied | N/A |
| (E) | interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps; and | No change | N/A |
| (F) | apply use appropriate mathematical skills to interpret social studies information such as maps and graphs. | Clarified action in the SE | N/A |
| (18) | Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: | No change | N/A |
| (A) | express ideas orally based on knowledge and experiences; | No change | N/A |
| (B) | use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas; and | No change | N/A |
| (C) | use <u>effective written communication skills</u> standard grammar, spelling, sentence structure, and punctuation. | Deletion: Inherent in written communication skills is grammar, spelling, sentence structure, and punctuation and specific ELA skills will be addressed by the ELA teacher | N/A |
| (19) | Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: | Deleted: unnecessary language | N/A |
| (A) | use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and | No change | N/A |
| (B) | use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. | No change | N/A |

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| §113.15. Social Studies, Grade 4, Beginning with School Year 2011-2012. | | |
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| TEKS with edits | Work Group Comments/Rationale | Instructional Time Reduction |
| (b) Knowledge and skills. | | |
| (1) History. The student understands the origins, similarities, and differences of American Indian groups in Texas and North America before European exploration. The student is expected to: | More specific to Texas | 35 minutes |
| (A) explain the possible origins of American Indian groups in Texas and North America ; | More specific to Texas | 35 minutes |
| (B) identify and compare the ways of life of American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano; and | Adds clarity to student expectation for this concept. To remove unnecessary redundancy. | No time change |
| (C) describe the regions in which American Indians lived and identify American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo; and | | |
| (D) compare the ways of life of American Indian groups in Texas and North America before European exploration. | Move to (1B) | No time change |
| (2) History. The student understands the causes and effects of European exploration and colonization of Texas and North America . The student is expected to: | More specific to Texas | 35 minutes |
| (A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion; | | |
| (B) identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas; | | |
| (C) explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandón; | | |
| (D) identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas; and | | |

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| (E) | identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas. | | |
| (3) | History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to: | | |
| (A) | analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto; | | |
| (B) | summarize the significant contributions of individuals such as Texians William B. Travis, James Bowie, and David Crockett, George Childress, and Sidney Sherman ; Tejanos Juan Antonio Padilla, Carlos Espalier ; Juan N. Seguín, Plácido Benavides, and José Francisco Ruiz; Mexican-Mexicans Antonio López de Santa Anna and Vicente Filisola ; and non-combatants Susanna Dickinson and Enrique Esparza; | Removal based on work group B historical figures rubric; these individuals scored less than 10 | 70 minutes |
| (C) | identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones; | | |
| (D) | describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers; and | | |
| (E) | explain the events that led to the annexation of Texas to the United States and, including the impact of the U.S.-Mexican War. | Factually incorrect to say including. The U.S.-Mexican War didn't happen before the annexation. | No time change |
| (4) | History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to: | | |
| (A) | describe the impact of the Civil War and Reconstruction on Texas; | | |

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| (B) | explain the growth, development, and impact of the cattle industry such as, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson; | The focus should be on the concepts of growth, development and impact of the cattle industry and not on the individuals. Individuals still remain as a resource for teachers. | 35 minutes |
| (C) | explain the effects of the railroad industry identify the impact of railroads on life in Texas, including changes to cities and major industries; and | “Identify” is not clear and the task of “explain” is more aligned to actual content delivery. Clarifying the verbiage | No time change |
| (D) | explain examine the effects on upon American Indian life brought about by resulting from changes in Texas, including the Red River War, building of U.S. forts and railroads, and loss of buffalo. | “Examine” is not clear and the task of “explain” is more aligned to actual content delivery. Clarifying the verbiage. The Red River War was not a change, it was an event that created change. Clarifies the intent of the standard. | 35 minutes |
| (5) | History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to: | | |
| (A) | explain identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II and notable individuals such as Audie Murphy, Cleto Rodriguez, and Bessie Coleman, and other local individuals; and | “Identify” is not clear and the task of “explain” is more aligned to actual content delivery. Repetitive verbiage from (5B). Focus is on events in Texas. Urbanization is covered in (8A and 8B). Individuals moved from (5C) because their contributions were within this time period. | 70 minutes |
| (B) | explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and important people such as Pattillo Higgins; and. | Specifying the focus on content. Clarifying verbiage. | No change |
| (C) | identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodriguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals. | Removal of Stanley Marcus is based on work group B historical figures rubric; this individual scored less than 10 Move Audie Murphy, Cleto Rodriguez and Bessie Coleman to (5A) Move to John Tower and Raul A. Gonzalez to (17D) because their civic contributions align with those individuals in (17D) Move to Scott Joplin to (19C) because his contributions align with this standard better. “notable” is repetitive verbiage | 105 minutes |

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| (6) | <i>Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</i> | Moved this knowledge and skill to Social Studies Skills strand in collaboration with Social Studies Skills Work Group D. | |
| (A) | <i>apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and</i> | | |
| (B) | <i>translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.</i> | | |
| (6)(7) | Geography. The student understands the concept of regions. The student is expected to: | | |
| (A) | describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity; | Since this is the first time to introduce the concept of region. We felt it was appropriate to start with the foundational concept of physical regions. | 105 minutes |
| (A)(B) | identify, locate, and <u>describe</u> compare the <u>physical</u> geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their <u>characteristics such as</u> landforms, climate, and <u>and</u> <u>economic activities</u> ; and | Provides specificity to align with the Knowledge statement. Vertical aligns to upper grade levels. Included in all instructional materials. | No change |
| (B)(C) | compare the <u>physical</u> geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) with regions of the United States and other parts of the world. | Since the concept of regions is a very difficult we felt that 4 th grade needs to focus on just Texas as an introduction of regions. | 45 minutes |
| (7)(8) | Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to: | | |
| (A) | identify and explain clusters and patterns of settlement <u>such as the location of towns and cities</u> in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II; and | “Cluster and” term does not align with the K-3 pattern and the cluster term is similar enough to pattern. The original “such as” statements were a distractor from the SE. Patterns of settlement change constantly based on historical events and time periods. The new “such as” statement provides an example. This SE now provides clarity and focus of intent. | No change |
| (B) | describe and explain the location and distribution of various towns and cities in Texas, past and present; and | This SE is now addressed in (B) | No change |
| (B)(C) | explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present. | This SE should go first since this is a geographic strand, because geographic factors affects where you live. Provides a better sequence of understanding. | No change |

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| (8)(9) | Geography. The student understands how people adapt to and modify their environment. The student is expected to: | | |
| (A) | describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams; | | |
| (B) | <u>explain</u> identify reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities; and | “Explain” is consistent wording with other grade levels. Provides appropriate rigor to the SE. | No change |
| (C) | compare the positive and negative consequences of human modification of the environment in Texas, past and present both governmental and private, such as economic development and the impact on habitats and wildlife as well as air and water quality. | The such as statement was taken out to align with the 5 th grade SE. | 30 minutes |
| (10) | Economics. The student understands the basic economic activities of early societies in Texas and North America . The student is expected to: | Narrows the scope of student expectations. As aligned with recommendations of Work Group C. | 90 minutes |
| (A) | explain the economic activities various early American Indian groups in Texas and North America used to meet their needs and wants such as farming, trading, and hunting; and | Narrows the scope of student expectations. As aligned with recommendations of Work Group C. | 90 minutes |
| (B) | explain the economic activities early <u>settlers</u> immigrants to Texas used to meet their needs and wants. | 4.2A refers to people migrating to Texas as “settlers” To vertically align to the 8 th grade TEKS. The term “immigrant” is not used until the mid-19 th century (see 8.11C). | 15 minutes |
| (11) | Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to: | | |
| (A) | <u>describe how the free enterprise system works, including supply and demand; describe the development of the free enterprise system in Texas;</u> | Moved 4.11A to 4.11C to build background knowledge and improve scaffolding of learning. | No change in time |
| (B) | <u>give examples of the benefits of the free enterprise system such as choice and opportunity describe how the free enterprise system works, including supply and demand;</u> and | Moved 4.11B to 4.11A to build background knowledge and improve scaffolding of learning. | No change in time |

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| (C) | <i>describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and the railroad boom</i> give examples of the benefits of the free enterprise system such as choice and opportunity. | Moved 4.11C to 4.11B to build background knowledge and improve scaffolding of learning. Narrows the scope of SE and integrates with history SE 4.2A, 4.4C. Included in the instructional materials Growing of cash crops (Pearson p168) and the railroad boom (Pearson p292). | 40 minutes |
| (12) | Economics. The student understands patterns of work and economic activities in Texas. The student is expected to: | | |
| (A) | identify explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services; | To narrow the scope of the student expectation. | 30 minutes |
| (B) | explain how <u>physical</u> geographic factors such as climate; transportation; and natural resources have influenced the location of economic activities in Texas; | Transportation is a human geographic factor, the other factors listed in are physical geographic factors. Adds specificity to the student expectation. | 20 minutes |
| (C) | identify analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas; <u>and</u> | Aligns more appropriately to the knowledge and skills statement and is more grade level appropriate. | 40 minutes |
| (D) | describe the impact of mass production, specialization, and division of labor on the economic growth of Texas; | Duplication in 5 th grade 13D, also content is not appropriate for this grade level. | 90 minutes |
| (D)(E) | explain how developments in transportation and communication have influenced economic activities in Texas; and | | |
| (E) | explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas. | The terms “American ideas” and “equality of opportunity” are vague and are not quantifiable and does not align with the knowledge and skills statement. Not appropriate for the grade level. | 60 minutes |
| (13) | Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to: | As per the recommendation of Work Group A based on the stream lining surveys and focus groups. Not grade appropriate globalization and “economic interdependence” is introduced and discussed in Grade 7 and World Geography, World History and U.S. History 1877-present. | 180 minutes |
| (A) | identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world; | As per the recommendation of Work Group A based on the stream lining surveys and focus groups. Not grade appropriate globalization and “economic interdependence” is introduced and discussed in Grade 7 and World Geography, World History and U.S. History 1877-present. | 180 minutes |

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| (B) | identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world; and | As per the recommendation of Work Group A based on the stream lining surveys and focus groups. Not grade appropriate globalization and “economic interdependence” is introduced and discussed in Grade 7 and World Geography, World History and U.S. History 1877-present. | 180 minutes |
| (C) | explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world. | As per the recommendation of Work Group A based on the stream lining surveys and focus groups. Not grade appropriate globalization and “economic interdependence” is introduced and discussed in Grade 7 and World Geography, World History and U.S. History 1877-present. | 180 minutes |
| (14) | Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to: | | |
| (A) | compare how various American Indian groups such as the Caddo and the Comanche governed themselves; and | | |
| (B) | identify and compare characteristics of the Spanish colonial government and the early Mexican governments <u>in Texas</u> and their influence on inhabitants of Texas. | Removed influence on inhabitants of Texas to streamline. Understanding the influence is not necessary to master TEKS 14. | 0 minutes |
| (15) | Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to: | | |
| (A) | identify the purposes and explain the importance of the Texas Declaration of Independence; <u>and</u> the Texas Constitution; and other documents such as the Meusebach Comanche Treaty; | Removed to streamline and is not included in current instructional material | 25 minutes |
| (B) | identify and explain the basic functions of the three branches of government according to the Texas Constitution; and | | |
| (C) | identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week). | | |
| (16) | Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to: | | |
| (A) | explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the San Jacinto Monument, <u>and</u> the Alamo; and various missions; | Removed. Not essential to master TEKS 16 | 20 minutes |

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| (B) | sing or recite "Texas, Our Texas"; | | |
| (C) | recite and explain the meaning of the Pledge to the Texas Flag; and | | |
| (D) | describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth. | | |
| (17) | Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to: | | |
| (A) | identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll; | | |
| (B) | explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects; | | |
| (C) | explain the duty of the individual in state and local elections such as being informed and voting; | | |
| (D) | identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Sam Rayburn , Henry B. González, James A. Baker III , Wallace Jefferson, and other local individuals; and | Removed Rayburn and Baker according to low score on Group B Rubric and are both included in 7.18(B) more effectively | |
| (E) | explain how to contact elected and appointed leaders in state and local governments. | | |
| (18) | Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to: | | |
| (A) | identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States; and | | |
| (B) | identify leadership qualities of state and local leaders, past and present. | | |

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| (19) | Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas culture . The student is expected to: | Addition better clarifies the intent of the KS. | No change |
| (A) | identify the similarities and differences among various racial, ethnic, and religious groups in Texas; | Too broad and was suggested for deletion by Work Group A. | 40 minutes |
| (A) (B) | identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Charro Days Festival Cinco de Mayo , Oktoberfest, the Strawberry Festival, and Fiesta San Antonio; and | Choose a more relevant example to Texas culture such Charro Days Festival or Diez y Seis. | No change |
| (B) (C) | summarize the contributions of artists people of various racial, ethnic, and religious groups in the development of Texas such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe. | Addition better clarifies the intent of the SE. | No change |
| (20) | Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to: | | |
| (A) | identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions; | | |
| (B) | describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas; and | | |
| (C) | predict how future scientific discoveries and technological innovations might affect life in Texas. | | |
| (21) | Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including digital electronic technology. The student is expected to: | Clarifying language: contemporary verbiage | |
| (A) | differentiate between, locate, and use valid primary and secondary sources such as digital media computer software ; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas and the United States the United States and Texas ; | Flipped words based on the recommendations of Work Group C and adding emphasis to Texas in the early units | 70 minutes |

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| (B) | analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; | No change | N/A |
| (C) | organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; | No change | N/A |
| (D) | identify different points of view about an issue, topic, historical event, or current event; and | No change | N/A |
| (E) | apply use appropriate mathematical skills to interpret social studies information such as maps and graphs. | Clarifying action of the SE | N/A |
| (22) | <u>Social studies skills. Geography. <i>The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</i></u> | This Knowledge and Skills from the Geography strand was moved into Skills because these are process skills used across units | |
| (A) | <u><i>apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and</i></u> | Recommendations from Elementary Survey: Add 6(A) and 6(B) from the Geography strand to skills to become 22(A) and 22(B) | N/A |
| (B) | <u><i>translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.</i></u> | Recommendations from Elementary Survey: Add 6(A) and 6(B) from the Geography strand to skills to become 22(A) and 22(B) | N/A |
| (23)(22) | Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: | No change | N/A |
| (A) | use social studies terminology correctly; | No change | N/A |
| (B) | incorporate main and supporting ideas in verbal and written communication; | No change | N/A |
| (C) | express ideas orally based on research and experiences; | No change | N/A |
| (D) | create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and | No change | N/A |
| (E) | use <u>effective written communication skills</u> standard grammar, spelling, sentence structure, and punctuation. | Deletion: Inherent in written communication skills is grammar, spelling, sentence structure, and punctuation and specific ELA skills will be addressed by the ELA teacher | N/A |

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| (24)(23) | Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings . The student is expected to: | Deleted: unnecessary language | N/A |
| (A) | use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and | No change | N/A |
| (B) | use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. | No change | N/A |

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| §113.16. Social Studies, Grade 5, Beginning with School Year 2011-2012. | | | |
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| | TEKS with edits | Work Group Comments/Rationale | Instructional Time Reduction |
| (b) | Knowledge and skills. | | |
| (1) | History. The student understands the reasons for and the role of key people in the causes and effects of European colonization of North America in the United States beginning in 1565, the founding of St. Augustine. The student is expected to: | <ul style="list-style-type: none"> Connects the SEs to the knowledge and skill Better vertical alignment for 8th grade (VA) Changed United States to North America because the US has not been established at this time in history. “Effect” of colonization is ongoing information presented during the entire course. | 20 minutes |
| (A) | explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain; and | | No change |
| (B) | describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise , and Roger Williams. | <ul style="list-style-type: none"> Clarification to make the SE and the reasons for the key people clearer. Removed John Wise because he did not establish a colony; he scored low on the rubric | No change |
| (2) | History. The student understands how conflict between the American colonies and Great Britain led to American independence and the formation of the United States . The student is expected to: | <ul style="list-style-type: none"> Adds clarity to the K&S statement | No change |
| (A) | identify and analyze the causes and effects of events prior to and during the American Revolution, including the taxation resulting from the French and Indian War and the colonist response to taxation such as the Boston Tea Party; | <ul style="list-style-type: none"> Identify was removed because specific examples were provided to add clarity to the SE Language adds clarification to the SE | No change |
| (B) | identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams , Benjamin Franklin, Nathan Hale , Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period; and | <ul style="list-style-type: none"> Samuel Adams is the founder of the Sons of Liberty and is included in that group. (Redundant Example) The rubric indicates that Nathan Hale be removed because he did not have a lasting impact on US history like the others listed; scored low on the rubric | No change |
| (C) | summarize the results of the American Revolution, including the establishment of the United States and the development of the U.S. military . | <ul style="list-style-type: none"> This was an indirect result of the Revolution; United States Military was established after the 1783 in the Treaty of Paris and was not a direct result of American Revolution. The colonial army was disbanded directly after the Revolution. | 40 minutes |

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| (3) | History. The student understands the <u>significant individuals who contributed to and</u> events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established. The student is expected to: | <ul style="list-style-type: none"> Better aligns K&S to SEs Redundant; clarity is included in SE-3A | No change |
| (A) | identify <u>how weaknesses of the Articles of Confederations the issues that</u> led to the creation of the U.S. Constitution, including <u>the lack of power to tax and a weak central government the weaknesses of the Articles of Confederation</u> ; and | <ul style="list-style-type: none"> Clarification for teachers on which weaknesses of the Articles of Confederation. | No change |
| (B) | identify the contributions of individuals, including James Madison <u>and George Mason, and others such as, George Mason, Charles Pinckney, and Roger Sherman</u> who helped create the U.S. Constitution. | <ul style="list-style-type: none"> Madison and Mason contributed directly to the writing and language of the Constitution which is why they were kept. Roger Sherman can be taught in 8th grade and US Government in more depth relating to the Great Compromise which is not addressed in 5th grade standards. Based on the rubric, Charles Pinckney is not necessary for this grade level (Establishment Clause) | 20 minutes |
| (4) | History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to: | | No change |
| (A) | describe the causes and effects of the War of 1812 <u>such as impressment of sailors, territorial conflicts with Great Britain, and the United States gaining international respect and power</u> ; | <ul style="list-style-type: none"> Specificity adds clarity to the focus of this SE | No change |
| (B) | identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States; | | No change |
| (C) | identify reasons people moved west; | <ul style="list-style-type: none"> Content is redundant in SE 4D | 60 minutes |
| (C) (D) | identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny; | | No change |
| (D) (E) | identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution; | | No change |
| (E) (F) | explain how industry and the mechanization of agriculture changed the American way of life; and | | No change |

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| (F)(G) | identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups <u>such as the settlement of the frontier and building of the Transcontinental Railroad.</u> | <ul style="list-style-type: none"> Clarifies the focus of the SE and gives specificity | No change |
| (5) | History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to: | | No change |
| (A) | <u>explain the significance of</u> analyze various issues and events of the 20th century such as industrialization, urbanization, <u>reasons for the</u> increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions; | <ul style="list-style-type: none"> Changed <u>analyze</u> to <u>explain the significance of</u> to narrow the focus of this SE; The change in the verb allows for a more wide-ranging understanding of the of the SE. Consider breaking apart this SE in future reviews of standards into political, social, and economic categories. | No change |
| (B) | analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election; and | | 40 minutes |
| (C) | identify the accomplishments <u>and contributions</u> of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, <u>and Ronald Reagan, Colin Powell,</u> the Tuskegee Airmen, <u>and the 442nd Regimental Combat Team who have made contributions to society</u> in the areas of civil rights, women's rights, military actions, and politics. | <ul style="list-style-type: none"> Jane Addams is Addressed in US History in HS and has a low score on the rubric Dwight Eisenhower is addressed in World History in HS and has a low score on the rubric Ronald Reagan is addressed in US History in HS as part of economics and government Colin Powell does not relate well to this SE and has a low score on the rubric 442nd Combat Team is a redundant example of a group that contributed in a military action. Wording at the end is redundant and was reworded for greater clarity at the beginning of the SE. No change in time allows for better application of remaining examples. | No change |
| (6) | <i>Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</i> | Moved this knowledge and skill to Social Studies Skills in collaboration with SS Skills Work Group D | |
| (A) | <i>apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and</i> | | |
| (B) | <i>translate geographic data into a variety of formats such as raw data to graphs and maps.</i> | | |
| (6)(7) | Geography. The student understands <u>places and</u> the concept of regions in the United States. The student is expected to: | Clarifies the knowledge statement to address SE | |

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| (A) | describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity; | Redundancy of words. Regions vary by nature. This also is consistent with the other grade levels. | No change |
| (B) | describe a variety of regions in the United States <u>based on physical characteristics</u> such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains; | Clarifying and streamlining this SE (having two such as statements was confusing) | No change |
| (C) | locate on a map important political features such as the ten largest <u>cities urban areas</u> in the United States, the 50 states and their capitals, and regions such as the Northeast, the Midwest, and the Southwest; and | Clarification of the SE to focus on political features and not confuse the SE by adding regions which can be political, physical, cultural etc... | 45 minutes |
| (D) | <u>create a map of important physical features such as the Appalachian Mountains, Great Lakes, Mississippi River, Great Plains and Rocky Mountains.</u> locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains. | Addition of the content was based on instructional material and relevant for many eras in 7 th and 8 th grade. Recommendation for the next full review: add more creation of historically relevant maps. | |
| (7)(8) | Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to: | | |
| (A) | identify and describe the <u>patterns types</u> of settlement <u>such as rural, urban, and suburban;</u> and patterns of land use in the United States; | Clarifying the intent of the SE. Moved the vocabulary of rural, urban and suburban from 2 nd grade to the appropriate grade level content. | 90 minutes |
| (B) | explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present; and | | |
| (C) | analyze the <u>geographic factors that influence</u> reasons for the location of <u>the five largest urban areas cities</u> in the United States, including capital cities; and explain their distribution, past and present. | It narrows the intent of the SE and aligns with the instructional material | 45 minutes |
| (8)(9) | Geography. The student understands how people adapt to and modify their environment. The student is expected to: | | |
| (A) | describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs; and | | |

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| (B) | analyze the positive and negative consequences of human modification of the environment in the United States, past and present. | | |
| (10) | Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to: | | |
| (A) | explain the economic patterns of early European <u>colonies</u> colonists ; and | Supported by instructional materials (Pearson p162). Vertical alignment with 8 th grade TEKS. Narrowing of the standard from specific people to groups of people. | 30 minutes |
| (B) | identify major industries of colonial America <u>such as shipbuilding and growing of cash crops</u> . | Adding clarification. Included in the instructional materials, shipbuilding (Pearson p91 and 173) growing of cash crops (Pearson 134). | No change in time |
| (11) | Economics. The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to: | | |
| (A) | describe the development of the free enterprise system in colonial America and the United States; | | |
| (B) | describe how the free enterprise system works in the United States; and | | |
| (C) | give examples of the benefits of the free enterprise system in the United States. | | |
| (12) | Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to: | | |
| (A) | explain how supply and demand affects consumers in the United States; and | | |
| (B) | evaluate the effects of supply and demand on business , industry, and agriculture, including the plantation system, in the United States. | Narrowing of the student expectation. Industry is a broader term that can include business. | 20 minutes |
| (13) | Economics. The student understands patterns of work and economic activities in the United States. The student is expected to: | | |
| (A) | compare how people in different <u>regions</u> parts of the United States earn a living, past and present; | Better alignment of student expectations in higher grade levels. | No change in time |

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| (B) | identify and explain how geographic factors have influenced the location of economic activities in the United States; | | |
| (C) | analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States; <u>and</u> | | |
| (D) | describe the impact of mass production, specialization, and division of labor on the economic growth of the United States; and | | |
| (E) | explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States. | The terms “American ideas” and “equality of opportunity” are vague and are not quantifiable and does not align with the knowledge and skills statement. Not appropriate for the grade level. | 60 minutes |
| (14) | Government. The student understands the organization of governments in colonial America. The student is expected to: | | |
| (A) | identify and compare the systems of government of early European colonists, including representative government and monarchy; and | | |
| (B) | identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses. | | |
| (15) | Government. The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to: | | |
| (A) | <u>explain the purposes, key elements and importance of the Declaration of Independence</u> identify the key elements and the purposes and explain the importance of the Declaration of Independence; | Changed wording for clarification and uniformity with subsequent SEs | |
| (B) | explain the purposes of the U.S. Constitution as identified in the Preamble; and | | |
| (C) | explain the reasons for the creation of the Bill of Rights and its importance. | | |
| (16) | Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to: | | |

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| (A) | identify and explain the basic functions of the three branches of government; | | |
| (B) | identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and | | |
| (C) | distinguish between national and state governments and compare their responsibilities in the U.S. federal system. | | |
| (17) | Citizenship. The student understands important symbols <u>and</u> customs, celebrations, and landmarks that represent American beliefs and principles and <u>that</u> contribute to our national identity. The student is expected to: | Removed to align with removed SE 17(D) and 17(E) | |
| (A) | explain various patriotic symbols, including Uncle Sam, and political symbols such as the donkey and elephant; | | |
| (B) | sing or recite "The Star-Spangled Banner" and explain its history; <u>and</u> | | |
| (C) | recite and explain the meaning of the Pledge of Allegiance to the United States Flag.; | | |
| (D) | describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day; and | Removed this SE for streamlining purposes. These national celebrations are covered in other grade levels. This content is too much to cover in this fifth grade survey course. | 120 minutes |
| (E) | explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore. | Removed this SE for streamlining purposes. These national celebrations are covered in other grade levels. This content is too much to cover in this fifth grade survey course. | 60 minutes |
| (18) | Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to: | | |
| (A) | <u>explain why individuals have a duty</u> explain the duty individuals have to participate in civic affairs at the local, state, and national levels; and | Revised for clarification | |
| (B) | explain how to contact elected and appointed leaders in local, state, and national governments. | | |

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| (19) | Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to: | | |
| (A) | explain the contributions of the Founding Fathers to the development of the national government; | Removed due to redundancy with 5.3(B) | 60 minutes |
| (A) (B) | identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and | | |
| (B) (C) | identify and compare leadership qualities of national leaders, past and present. | Removed to streamline | 30 minutes |
| (20) | Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to: | | |
| (A) | describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney; and | Removed to streamline. This committee's understanding was that this SE was not intended for each and every right in each and every amendment to be covered which is why there is an including statement | 15 minutes |
| (B) | describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens. | | |
| (21) | Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to: | | |
| (A) | identify significant examples of art, music, and literature from various periods in U.S. history such as the painting <i>American Progress</i> , "Yankee Doodle," and "Paul Revere's Ride"; and | | |
| (B) | explain how examples of art, music, and literature reflect the times during which they were created. | | |
| (22) | Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States <u>culture</u> . The student is expected to: | Addition better clarifies the intent of the KS. | No change |
| (A) | identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States; | Too broad and was suggested for deletion by Work Group A. | 40 minutes |
| (A) (B) | describe customs and traditions of various racial, ethnic, and religious groups in the United States; and | | |

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| (B)(E) | summarize the contributions of people of various racial, ethnic, and religious groups to our national identity. | | |
| (23) | Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to: | | |
| (A) | identify the accomplishments of notable individuals in the fields of science and technology <u>such as</u> , including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong; | Making the list a <i>such as</i> adds flexibility and reduces time. | 150 minutes |
| (B) | identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program; | | |
| (C) | explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States; and | | |
| (D) | predict how future scientific discoveries and technological innovations could affect society in the United States. | | |
| (24) | Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including <u>digital</u> electronic technology. The student is expected to: | Clarifying language: contemporary verbiage | N/A |
| (A) | differentiate between, locate, and use valid primary and secondary sources such as <u>digital media</u> computer software ; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States; | Clarifying language | N/A |
| (B) | analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; | No change | N/A |
| (C) | organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; | No change | N/A |

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| (D) | identify different points of view about an issue, topic, or current event; and | Flip 24(D) and 24(E): historical context must be understood in order to identify points of view | N/A |
| (E) | identify the historical context of an event. | Flip 24(D) and 24(E): historical context must be understood in order to identify points of view | N/A |
| (25) | <u>Social studies skills. Geography. <i>The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</i></u> | This Knowledge and Skills from the Geography strand was moved into Skills because these are process skills used across units | N/A |
| (A) | <u><i>apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to create construct and interpret maps; and</i></u> | Recommendations from Elementary Survey: Add 6(A) and 6(B) from the Geography strand to skills to become 25(A) and 25(B) Verbiage consistency with prior grade levels | N/A |
| (B) | <u><i>interpret translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.</i></u> | Recommendations from Elementary Survey: Add 6(A) and 6(B) from the Geography strand to skills to become 25(A) and 25(B) Clarification and alignment with fourth grade | N/A |
| (26)(25) | Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: | No change | N/A |
| (A) | use social studies terminology correctly; | No change | N/A |
| (B) | incorporate main and supporting ideas in verbal and written communication; | No change | N/A |
| (C) | express ideas orally based on research and experiences; | No change | N/A |
| (D) | create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and | No change | N/A |
| (E) | use <u>effective written communication skills</u> standard grammar, spelling, sentence structure, and punctuation. | Deletion: Inherent in written communication skills is grammar, spelling, sentence structure, and punctuation and specific ELA skills will be addressed by the ELA teacher | N/A |

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| (27) (26) | Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings . The student is expected to: | Deleted: unnecessary language | N/A |
| (A) | use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and | No change | N/A |
| (B) | use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. | No change | N/A |

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