

(C) compare ways in which various communities around the world meet their needs.

Comment [A13]: BSG-“Compare” will take thinking to a higher level.

(3) History. The student understands the concepts of time and chronology. The student is expected to:

(A) use vocabulary related to chronology, including ~~ancient and modern times~~ and past, present, and future times;

Comment [A14]: BSG&ER-It is more grade-level appropriate to focus on past, present and future. Mythology and ancient times is not practical for grade 3 students.

(B) create and interpret timelines; and

(C) ~~describe historical times in terms~~ apply the terms of year, decade, and century to describe historical times.

Comment [A15]: BSG-“Apply” is a higher level verb than “describe.” Grade 3 students are capable of applying the terms to describe historical times studied because it was introduced in Grade 2.

(4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:

(A) describe and explain variations in the physical environment including climate, landforms, natural resources, and natural hazards;

(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;

Comment [A16]: This is the first time this SE is introduced and must be identified before students can compare the environments.

Comment [A17]: BSG-This is to help clarify what should be taught. This will provide scaffolding for later learning in science.

(C) describe the effects of physical ~~and human~~ processes in shaping the landscape such as volcanoes, hurricanes, and earthquakes; and

Comment [A18]: ER-This expectation was separated into another student expectation and defined more clearly.

(D) describe the effects of human processes in shaping the landscape such as building new homes, conservation, and pollution; and

Comment [A19]: BSG-This expectation gives examples to help guide teachers in what physical processes look like.

~~(D)~~ (E) identify and compare the human characteristics of selected various regions around the community and the world.

Comment [A20]: BSG-This expectation was separated from the previous SE and given more specifics for teachers to understand what defines human processes.

Comment [A21]: Added student expectation

(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:

Comment [A22]: BSG-There are not “selected” regions, so the wording was changed to “various.”

(A) use cardinal and intermediate directions to locate places on maps and globes such as ~~Amazon River, Himalayan Mountains, and Washington D.C.~~ the Rocky Mountains, the Mississippi River, and Austin, Texas, in relation to the local community;

Comment [A23]: BSG-The focus in Grade 3 is community and world so clarification was added to the TEKS.

(B) use a scale to determine the distance between places on maps and globes;

Comment [A24]: BSG-Specific references were removed and more general terms were added that can be connected to the local community.

(C) identify and use the compass rose, grid, and symbols to locate places on maps and globes; and

- (D) ~~draw~~ create and interpret maps of places and regions that contain map elements including a title, compass rose, legend, scale, and grid system.
- (6) Economics. The student understands the purposes of spending, saving and donating money. The student is expected to:
- (A) identify ways of earning, spending, saving and donating money; and
- (B) analyze create a simple budget that allocates money for spending, saving and donating.
- (7) Economics. The student understands the concept of ~~an~~ a free enterprise (capitalistic, free market) economic system. The student is expected to:
- (A) define and identify examples of scarcity;
- (B) explain the impact of scarcity on the production, distribution, and consumption of goods and services; and
- ~~(C) explain the impact of scarcity on interdependence within and among communities; and~~
- ~~(C)~~ (C) explain the concept of a free market as it relates to the U. S free enterprise (capitalism) system.
- (8) Economics. The student understands how businesses operate in the U.S. free enterprise (capitalistic, free market) economic system. The student is expected to:
- (A) ~~give~~ identify examples of how a simple business operates;
- (B) explain how supply and demand affect the price of a good or service;
- (C) explain how the cost of production and selling price affect profits; and
- (D) identify ~~historical figures~~ individuals past and present, including Henry Ford and such as Mary Kay Ash, Wallace Amos and ordinary people other entrepreneurs in the community who have started new businesses.
- (9) Government. The student understands the basic structure and functions of ~~local~~ various levels of government. The student is expected to:
- (A) describe the basic structure of government in the local community, the state, and the nation;
- ~~(B)~~ (B) identify local, state and national government officials and explain how they are chosen;

Comment [A25]: BSG-This change increases the level of the verb that is appropriate for Grade 3 students.

Comment [A26]: BSG-"Donating" was added based on civic responsibility and financial literacy suggestions.

Comment [A27]: BSG-"Donating" was added based on civic responsibility and financial literacy suggestions.

Comment [A28]: BSG-This is the first time Grade 3 students have had this expectation so the level was lowered somewhat to make it more appropriate. This ties to the personal finance.

Comment [A29]: BSG-Added "donating" based on civic responsibility and financial literacy suggestions.

Comment [A30]: BSG-Adding "free enterprise" from the Texas Education Code and other terms as per request from the Economics TEKS review committee.

Comment [A31]: BSG-"Interdependence" is too high of a level for Grade 3 students. This will be taught in later grades.

Comment [A32]: BSG-This is a clearer verb for teachers to follow.

Comment [A33]: The focus here is "people" past and present, not just "historical figures."

Comment [A34]: BSG&ER-These are diverse people to students can relate who successfully started businesses. "Ordinary" should not be used to describe people.

Comment [A35]: This includes state and national and not just local.

Comment [A36]: Focus on local, state, and national government

Comment [A37]: Focus on local, state, and national government

~~(B)~~ (C) identify services commonly provided by local, state and national governments;

Comment [A38]: Focus on local, state, and national governments

(D) explain how local, state and national government services are financed; and

Comment [A39]: Focus on local, state and national governments

~~(E)~~ ~~explain the importance of the consent of the governed to the functions of local government.~~

Comment [A40]: Moved to 10(B)

(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 United States Constitution including the Bill of Rights.

Comment [A41]: BSG&ER-This is also part of the Celebrate Freedom mandate.

(B) describe and explain the importance of “consent of the governed” as it relates to the functions of local, state, and national government.

Comment [A42]: BSG-Students must describe this before they can explain it. “Local government” was added for clarification.

~~(40)~~ (11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures and ordinary people. The student is expected to:

Comment [A43]: ER

(A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good;

Comment [A44]: BSG-The focus here is people who have exemplified good citizenship-looking at one person at a time, past and present.

(B) identify historical and contemporary figures including: Jane Addams, Helen Keller, Clara Barton, and Dolores Huerta ~~Harriet Tubman~~ who have exemplified good citizenship;

Comment [A45]: The focus here is “people” past and present, not just “historical figures.”

Comment [A46]: BSG&ER-In each of their time periods, these women exemplified characteristics of good citizenship. Harriett Tubman was moved to new 14(A).

~~(D)~~ (C) identify ordinary people individuals including military and first responders who exemplify good citizenship.

Comment [A47]: ER-Removal of the term “ordinary” and include military service men and women

~~(E)~~ (D) identify and explain the importance of individual acts of civic responsibility, including obeying laws, servicing the community, and voting; and

Comment [A48]: BSG-Children need to know that they can make a difference individually. Order of (C) and (D) flows more smoothly in this order.

~~(11)~~ (12) Citizenship. The student understands the impact of individual and group decisions on communities in a democratic republican society. The student is expected to:

Comment [A49]: BSG-Serving others in the community is an important aspect of good citizenship.

(A) give examples of community changes that result from individual or group decisions;

Comment [A50]: BSG-Added to reflect the terminology used in other grade levels

(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.

~~(12)~~ (13) Culture. The student understands ethnic and/or cultural celebrations of the local community, United States, and other communities in other nations. The student is expected to:

(A) explain the significance of selected various ethnic and/or cultural celebrations in the local community, Texas, the United States, and other communities in other nations; such as St. Patrick's Day, Cinco de Mayo, and Kwanzaa; and

(B) compare ethnic and/or cultural celebrations in the local community, Texas, the United States, and other with communities in other nations.

~~(13)~~ (14) Culture. The student understands the role of real and mythical heroes in shaping the culture of communities, the state, and the nation. The student is expected to:

(A) identify and compare the heroic deeds of state and national heroes including: Daniel Boone, Dr. Hector P. Garcia, Harriett Tubman, and such as: Todd Beamer and other contemporary heroes and Davy Crockett; and

~~(B) retell the heroic deeds of characters from American folktales and legends such as Pecos Bill and Paul Bunyan;~~

~~(C) retell the heroic deeds of characters of Greek and Roman myths; and~~

~~(D)~~ (B) identify and analyze the heroic deeds of individuals including military and first responders how selected fictional characters such as Robinson Crusoe created new communities.

~~(14)~~ (15) Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to:

(A) identify selected various individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage from communities around the world such as: Kadir Nelson, Tomie dePaola, and Phillis Wheatley; and

(B) explain the significance of selected various individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage to communities around the world such as: Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin, Jr.

Comment [A51]: BSG-The Grade 3 focus is local community so this is just a clarifying statement.

Comment [A52]: Grade 3 focus is the local community and how it compare to communities in other nations

Comment [A53]: The focus is not on specific cultures but various cultures based on their local demographics

Comment [A54]: Local community focus

Comment [A55]: BSG-Students need to learn about their local community cultural celebrations so suggestions that may not be relative to every local community were removed.

Comment [A56]: Local community focus

Comment [A57]: BSG&ER- Grade 3 students confuse mythical with reality. It is not grade level appropriate for them to distinguish between the two. This can and should be taught at a higher grade.

Comment [A58]: BSG-This increases the level of knowledge needed.

Comment [A59]: BSG&ER-Daniel Boone and Davy Crockett are not appropriate for Grade 3. Daniel Boone is more a hero folktale connected with the myth and legends, therefore he was removed, Dr. Hector P. Garcia, Harriett Tubman, and Todd Beamer are all examples of heroes from different time periods and cultures. Garcia was suggested by one of the experts.

Comment [A60]: BSG&ER-Folktales, legends, and myths are taught in language arts and not necessary in social studies courses.

Comment [A61]: BSG&ER-Removed the fictional piece and adding suggestions for real life heroes.

Comment [A62]: The focus is not on specific writers and artists but various writers and artists based on their local demographics.

Comment [A63]: BSG&ER-This is an example of award winning authors and illustrators that children would be familiar with who focus on culture.

Comment [A64]: The focus is not on specific writers and artists but various writers and artists based on their local demographics.

Comment [A65]: BSG-These are award winning children's authors who focus on culture.

~~(45)~~ (16) Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in communities around the world, past and present. The student is expected to:

(A) identify scientists and inventors including Jonas Salk and Maria Mitchell, and such as: ~~Louis-Daguerre~~, Cyrus McCormick, Bill Gates, and Louis Pasteur who have discovered scientific breakthroughs, created or invented new technology; and

Comment [A66]: BSG.&ER-Diverse individuals were chosen from past and present who have discovered scientific breakthroughs created or invented new technology.

(B) identify the impact of scientific breakthroughs and new technology in ~~photography, farm equipment~~ computers, pasteurization, and medical vaccines on communities around the world.

Comment [A67]: BSG-The term "computers" was added to connect to the previous student expectation and the 21st century.

~~(46)~~ (17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources including electronic technology. The student is expected to:

Comment [A68]: Added to clarify the use of legitimate sources.

(A) research information, including historical, current events, and geographic data about the community and world, using a variety of valid print, oral, visual, and ~~computer sources~~ internet resources;

Comment [A69]: The word "research" was added to align with the new ELA TEKS.

Comment [A70]: BSG-K-12 discussed the need to include current events and this is where it fits in to Grade 3 the best.

(B) sequence and categorize information;

Comment [A71]: Focus on local community and world as stated in the introductory paragraph

(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;

Comment [A72]: To clarify the use of legitimate sources

Comment [A73]: BSG-Changed to make it more current technology

(D) use various parts of a source, including the table of contents, glossary, and index, as well as ~~keyword~~ key word ~~computer~~ internet searches, to locate information;

Comment [A74]: BSG-Grade 2 introduces fact and opinion, so we want students to distinguish between the two.

Comment [A75]: Corrected grammar and terminology

(E) interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps; and

(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

~~(47)~~ (18) Social studies skills. The student communicates effectively in written, oral, and visual forms. The student is expected to:

(A) express ideas orally based on knowledge and experiences;

(B) use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas; and

Comment [A76]: Incorporating technology into social studies

(C) use standard grammar, spelling, sentence structure, and punctuation.

~~(18)~~ (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:

(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

(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.

Source: The provisions of this §113.5 adopted to be effective September 1, 1998, 22 TexReg 7684.

DRAFT

§113.6. Social Studies, Grade 4.

(a) Introduction.

(1) In Grade 4, students examine the history of Texas from the early beginnings to the present within the context of influences of ~~the Western Hemisphere~~ North America. Historical content focuses on Texas history including the Texas revolution, establishment of the Republic of Texas, and subsequent annexation to the United States. Students discuss important issues, events, and individuals of the 19th, ~~and 20th, and 21st~~ centuries. Students conduct a thorough study of regions in Texas and ~~the Western Hemisphere~~ North America ~~that~~ resulting from human activity and from physical features. ~~A focus on the~~ The location, distribution, and patterns of economic activities and ~~of~~ settlement in Texas further enhances the concept of regions. Students describe how early ~~Native-Americans~~ Indians in Texas and ~~the Western Hemisphere~~ North America met their basic economic needs. ~~and identify~~ economic motivations for European exploration and colonization and reasons for the establishment of Spanish settlements and missions. Students explain how ~~Native-Americans~~ Indians governed themselves. ~~and identify~~ characteristics of Spanish colonial and Mexican colonial governments in Texas. Students recite and explain the meaning of the Pledge to the Texas Flag. Students identify the contributions of people of various racial, ethnic, and religious groups to Texas and describe the impact of science and technology on life in the state. Students use critical-thinking skills to identify cause-and-effect relationships, compare and contrast, and make generalizations and predictions.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as documents, biographies; novels; speeches and letters; and poetry, songs, and artworks is encouraged. Where appropriate, local topics should be included. ~~Selections may include a children's biography of Stephen F. Austin.~~ Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes with the history and geography strands establishing a sense of time and a sense of place. Skills listed in the geography and social studies skills strands in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.

(4) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code, §28.002(h).

Comment [A1]: BSG-Narrows the focus. This change applies throughout the document.

Comment [A2]: Brings document up to date

Comment [A3]: Helps clarify the concept of regions

Comment [A4]: ER-Suggests this is the accepted terminology. This change appears throughout the document.

Comment [A5]: More motivations than economic existed

Comment [A6]: Reflects changes in 2(C).

Comment [A7]: Mexican government was not colonial.

Comment [A8]: BSG-This encourages the use of founding documents.

Comment [A9]: Encourages the inclusion of local history, celebrations, and issues

Comment [A10]: This speaks to methodology instead of content. Biographies are encouraged in the previous sentence.

Comment [A11]: Defines terms "including" and "such as"

Comment [A12]: BSG -The additional sentence clarifies the difference between required content and optional examples in an effort to create vertical continuity.

(5) State and federal laws mandate a variety of celebrations and observances including Celebrate Freedom Week. Each social studies class shall include, during Celebrate Freedom Week as provided under Texas Education Code, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the United States Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the United States Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subsection (a) of this section, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

Comment [A13]: Makes language consist with other grades.

(b) Knowledge and skills.

(1) History. The student understands the origins, similarities and differences of ~~Native~~-American Indian groups in Texas and ~~the Western Hemisphere~~ North America before European exploration. The student is expected to:

Comment [A14]: Grade 4 will now be the only grade to include a focus on American Indian history.

(A) explain the possible origins of American Indian groups in Texas and North America;

Comment [A15]: See above comment.

~~(A)(B)~~ identify ~~Native~~-American Indian groups in Texas and ~~the Western Hemisphere~~ North America before European exploration; ~~and~~

(C) describe the regions in which American Indians lived; and

Comment [A16]: This was separated out for emphasis.

~~(B)~~ (D) compare the ways of life of ~~Native~~-American Indian groups in Texas and ~~the Western Hemisphere~~ North America before European exploration.

(2) History. The student understands the causes and effects of European exploration and colonization of Texas and ~~the Western Hemisphere~~ North America. The student is expected to:

(A) summarize ~~reasons~~ motivations for European exploration and settlement of Texas; ~~and the Western Hemisphere;~~

Comment [A17]: Aligns terminology with 11(A)& (B)

Comment [A18]: This course is not concerned with European exploration outside of Texas.

(B) identify the accomplishments and explain the impact of significant explorers, ~~such as including~~ Cabeza de Vaca; ~~Christopher Columbus~~; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle ~~and explain their impact~~ on the settlement of Texas;

Comment [A19]: Brings the verbs to the beginning of the expectation

Comment [A20]: These will now be required.

Comment [A21]: ER-Columbus is covered in Grade 3.

(C) explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandon;

Comment [A22]: ER-Allows for study of settlements during the Spanish era

~~(E)~~ (D) identify ~~the impact of Mexico's independence from Spain on the events in Texas~~ Texas's role in the Mexican War of Independence and the war's impact on the development of Texas; and

Comment [A23]: ER

~~(D)~~ (E) identify the accomplishments and explain the impact of significant empresarios including ~~Moses Austin~~, Stephen F. Austin, and Martín de León on the settlement of Texas;

Comment [A24]: Brings the verbs to the beginning of the expectation

Comment [A25]: ER

(3) History. The student understands the ~~causes and effects~~ importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:

Comment [A26]: Causes and effects are addressed in part (A) below and 4.22 (B).

(A) analyze the causes, major events, and effects of the Texas Revolution, including the battles of the Alamo and San Jacinto;

(B) identify important Texan, Tejano, and other participants of the Texas Revolution such as William B. Travis, James Bowie, Susanna Dickinson, George Childress, Juan N. Seguín, David Crockett, and Antonio López de Santa Anna;

Comment [A27]: Recognizes the role of Tejanos

Comment [A28]: ER

~~(E)~~ (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;

Comment [A29]: BSG-Added a founding leader

~~(B)~~ (D) describe the successes, ~~and~~ problems, and organizations of the Republic of Texas such as establishing a constitution, economic struggles, relations with American Indians and the Texas Rangers; and

Comment [A30]: BSG-Added to clarify the successes and problems as well as the contributions of the Texas Rangers

~~(E)~~ (E) explain the events that led to the annexation of Texas to the United States including the impact of the U.S-Mexican War, and

Comment [A31]: ER

~~(D)~~ explain the impact of the Mexican War on Texas; and

(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;

(B) explain the growth, ~~and development, and impact~~ of the cattle industry including these important people: Charles Goodnight, Richard King, and Lizzie Johnson; ~~and oil industries;~~

Comment [A32]: Identifies some of the important people of this trademark industry

Comment [A33]: Separating out cattle and oil industries

(C) identify the impact of railroads on life in Texas, including changes to cities and major industries; and

~~(D) describe the effects of political, economic, and social changes on Native Americans in Texas.~~ examine the effects upon American Indian life resulting from changes in Texas including the Red River War, building of U.S. forts, railroads, and loss of buffalo.

Comment [A34]: BSG-Rewords this vague expectation

(5) History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:

(A) 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 the growth of aerospace and other technology industries;~~ and

Comment [A35]: BSG-Adds specificity to this vague TEKS

Comment [A36]: Moved to 21(B)

~~(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 Pattillo Higgins; and~~

Comment [A37]: Moves this expectation to the proper century [formerly 4(D)]

~~(B) (C) identify the accomplishments of notable individuals such as Henry Cisneros, Miriam A. Ferguson, John Tower, Scott Joplin, Audie Murphy, Cleto Rodríguez, Stanley Marcus, Bessie Coleman, and other local notable individuals.~~

Comment [A38]: Cisneros was replaced by Henry B. Gonzalez [see 18(C)], Miriam Ferguson was replaced by Ann Richards [see 18(C)] and others added for their notable accomplishments and allows for teachers to include individuals important to their area.

(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) apply geographic tools including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and

(B) translate geographic data, ~~into a variety of formats such as~~ population distribution, and natural resources, into a variety of formats such as ~~raw data to~~ graphs and maps.

Comment [A39]: Rearranged to make it flow better

(7) Geography. The student understands the concept of regions. The student is expected to:

(A) describe a variety of regions in Texas and the ~~Western Hemisphere~~ United States such as political, population, and economic regions that result from patterns of human activity;

~~(B) identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their describe a~~

~~variety of regions in Texas and the Western Hemisphere such as~~ landforms, climate, and vegetation ~~regions that result from physical characteristics;~~ and

Comment [A40]: Students must first identify before they can compare. BSG- Including region names establishes continuity of terminology

(C) compare the 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.

Comment [A41]: BSG-Clarifies the expectations

Comment [A42]: BSG-Identifies the type of regions to compare

Comment [A43]: Including region names establishes continuity of terminology

(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 in Texas ~~and explain their distribution at different time periods such as prior to the Texas Revolution and after the building of the railroads, and following World War II;~~

Comment [A44]: Combines these two expectations and provides examples

~~(B) explain patterns of settlement at different time periods in Texas;~~

Comment [A45]: Combines these two expectations and provides examples

~~(C) (B)~~ describe and explain the location and distribution of various towns and cities in Texas ~~and explain their distribution~~, past and present; and

Comment [A46]: Reworded to make it flow better

Comment [A47]: Expands to cover more community types

~~(D) (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.

Comment [A48]: BSG-Adds clarification

(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 dams;

Comment [A49]: BSG-Adds clarification

(B) 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

Comment [A50]: BSG-Adds clarification

(C) ~~analyze compare~~ the positive and negative consequences of human modification of the environment in Texas, past and present such as the impact on habitats, wildlife, as well as air and water quality;

Comment [A51]: BSG-A better verb for this expectation and examples for clarification

(10) Economics. The student understands the basic economic ~~patterns~~ activities of early societies in Texas and ~~the Western Hemisphere~~ North America. The student is expected to:

Comment [A52]: BSG-Clarification

(A) explain the economic ~~patterns~~ activities of various early ~~Native~~-American Indian groups in Texas and ~~the Western Hemisphere~~ North America used to meet their needs and wants such as farming, trading and hunting; and

Comment [A53]: BSG-It adds clarification and adds the economic terms needs and wants. Grade 4 will now be the only grade to include a focus on American Indians.

(B) explain the economic ~~patterns activities~~ of early ~~European~~-immigrants to Texas ~~and the Western Hemisphere~~ used to meet their needs and wants.

Comment [A54]: BSG-Limits the scope of study to Texas and adds economic terms needs and wants. Allows for study of other immigrant groups

(11) Economics. The student understands the reasons for exploration and colonization of Texas. The student is expected to:

Comment [A55]: BSG-Adds clarification

(A) ~~identify explain~~ the economic motivations for European exploration and settlement in Texas ~~and the Western Hemisphere~~; and

Comment [A56]: Inserting a higher level verb in 11(A)&(B)

Comment [A57]: BSG-Limits the scope of study to Texas only

(B) ~~identify explain~~ the economic motivations for Anglo-American ~~colonization~~ colonizers in Texas such as the Old 300.

Comment [A58]: BSG-Adds clarification with an important colonizing group

(12) Economics. The student understands the characteristics and benefits of the free enterprise (capitalism, free market) system in Texas. The student is expected to:

Comment [A59]: ER-Help students understand that the economic terms free enterprise, capitalism, and free market are synonymous terms for the U.S. economic system. This is done throughout Knowledge and Skills 12.

(A) describe the development of the free enterprise (capitalism, free market) system in Texas;

(B) describe how the free enterprise (capitalism, free market) system works including supply and demand ~~in Texas~~; and

Comment [A60]: BSG-Continues use of terms used in earlier and later grades

Comment [A61]: The free enterprise system works the same all over the US.

(C) give examples of the benefits of the free enterprise (capitalism, free market) system ~~in Texas~~ such as choice and opportunity.

Comment [A62]: Consistent language with 12(B)

Comment [A63]: Adds economic terms as examples

(13) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:

(A) explain how people in different regions of Texas earn their living, past and present through a subsistence economy and providing goods and services;

Comment [A64]: Adds economic terms introduced in earlier grades and used in later grades

(B) explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas;

Comment [A65]: BSG-Adds an example

(C) analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas;

Comment [A66]: BSG

(D) describe the impact of mass production, specialization, and division of labor on the economic growth of Texas;

(E) explain how developments in transportation and communication have influenced economic activities in Texas; and

(F) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.

(14) Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to:

(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;

Comment [A67]: BSG-Adds examples

(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

(C) explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world.

(15) 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 ~~selected~~ various ~~Native~~-American Indian groups such as Caddo and Comanche governed themselves; and

Comment [A68]: BSG-“Various” is less confusing than selected and added examples.

(B) identify and compare characteristics of the Spanish colonial government and the early Mexican colonial governments and their influence on inhabitants of Texas.

Comment [A69]: ER-Adds a verb for further study. The Mexican government was not colonial.

(16) Government. The student understands important ideas in historic documents of Texas and the United States. The student is expected to:

Comment [A70]: BSG-Added to conform with the Celebrate Freedom Week

(A) identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and other documents such as the Treaty of Velasco, the Meusebach-Comanche Treaty; and

Comment [A71]: ER

(B) identify and explain the basic functions of the three branches of state government according to the Texas Constitution; and

Comment [A72]: BSG-Refers students and teachers to a government document

(C) identify the intent, meaning, and importance of the Declaration of Independence, the United States Constitution, and the Bill of Rights (Celebrate Freedom Week).

Comment [A73]: BSG-Conforms to Celebrate Freedom Week law

(17) Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:

(A) explain the meaning of ~~selected~~ various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, San José Mission, and the San Jacinto Monument, the Alamo, and various missions;

Comment [A74]: BSG – “Various” is less confusing than selected

(B) sing or recite Texas, Our Texas;

Comment [A75]: BSG-Adds clarification to the six flags. Adds a Texas landmark as well as allows for local choice among mission

(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.

(18) Citizenship. The student understands the importance of ~~voluntary~~ active individual participation in the democratic process. The student is expected to:

Comment [A76]: Encourages participation more than the word voluntary

(A) identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll;

Comment [A77]: Provides examples for students to follow

~~(A)~~ (B) explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as letter writing, historic preservation, and service projects;

Comment [A78]: BSG-Adds active participation examples

~~(B)~~ (C) explain the role of the individuals in state and local elections such as being informed and voting;

Comment [A79]: BSG-Adds examples

~~(C)~~ (D) identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, and Lorenzo de Zavala, Ann Richards, Sam Rayburn, Henry B. González, and other local individuals; and

Comment [A80]: Allows us to include modern as well as historical figures

Comment [A81]: ER-Expands the example list to modern times and allows for local choice

~~(D)~~ (E) explain how to contact elected and appointed leaders in state and local governments.

(19) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

(A) identify leaders in state, ~~and~~ local, and national governments, including the governor, ~~selected local~~ members of the Texas Legislature, the local mayor, U.S. Senators, local U.S. Representative and Texans who have been President of the United States, ~~and their political parties;~~ and

Comment [A82]: Additions allow for knowing local and national representatives

Comment [A83]: Political parties are not covered in Grade 4.

(B) identify leadership qualities of state and local leaders, past and present.

(20) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to:

(A) identify the similarities and differences ~~within and~~ among ~~selected~~ various racial, ethnic, and religious groups in Texas;

Comment [A84]: "Within" and "among" are redundant

Comment [A85]: BSG-Variou is less confusing than selected.

(B) identify customs, celebrations, and traditions of various ~~culture~~ cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, the Strawberry Festival and Fiesta San Antonio; and

Comment [A86]: Allows for celebrations not tied to a culture group

Comment [A87]: BSG-Adds examples of local celebrations

(C) summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas.

(21) 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 and their contributions such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford; ~~and Pattillo Higgins and their contributions~~;

Comment [A88]: Moved Pattillo Higgins to 5(B) and added two scientists

(B) describe how scientific discoveries and ~~technological~~ innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas; and

Comment [A89]: Adds clarity through examples

(C) predict how future scientific discoveries and technological innovations might affect life in Texas.

(22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents and artifacts to acquire information about the United States and Texas;

Comment [A90]: Steers students to use valid sources

Comment [A91]: ER

(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;

(C) organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;

(D) identify different points of view about an issue, ~~or~~ topic, historic event, or current event; and

Comment [A92]: Incorporates portion of the former 22(E)
Comment [A93]: ER

~~(E) identify the elements of frame of reference that influenced the participants in an event; and~~

Comment [A94]: BSG-Not grade level appropriate

~~(E)~~ (E) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (A) use social studies terminology correctly;
- (B) incorporate main and supporting ideas in verbal and written communication;
- (C) express ideas orally based on research and experiences;
- (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and
- (E) use standard grammar, spelling, sentence structure, and punctuation.

(24) 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:

- (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
- (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.

Source: The provisions of this §113.6 adopted to be effective September 1, 1998, 22 TexReg 7684.

§113.7. Social Studies, Grade 5.

(a) Introduction.

(1) In Grade 5, students ~~learn about~~ survey the history of the United States from ~~its early beginnings to the present with a focus on colonial times through the 20th century. 1565 to the present.~~ Historical content includes the colonial period, the American Revolution, revolutionary periods, the establishment of the United States U.S. Constitution and American identity, westward expansion, and issues that led to the Civil War and Reconstruction, immigration and industrialization, and the 20th and 21st centuries. ~~An overview of major events and significant individuals of the late 19th century and the 20th century is provided.~~ Students ~~learn about~~ study a variety of regions in the United States that result from physical features and human activity and identify how people adapt to and modify the environment. Students explain the characteristics and benefits of the free enterprise (capitalism, free market) system and describe economic activities in the United States. Students identify the roots of representative government in this nation as well as the important ideas in the Declaration of Independence and the U.S. Constitution. Students examine study the fundamental rights guaranteed in the Bill of Rights. Students examine the importance of effective leadership in a democratic society republic and identify important leaders in the national government. Students recite and explain the meaning of the Pledge of Allegiance. ~~Students examine fundamental rights guaranteed in the Bill of Rights.~~ Students describe the cultural impact customs and celebrations of various racial, ethnic, and religious groups in the nation and identify the accomplishments of notable individuals in the fields of science and technology, contributions of famous inventors and scientists. Students explain symbols, traditions, and landmarks that represent American beliefs and principles. Students use critical-thinking skills including to sequenceing, categorizeing, and summarizeing information and draw ing inferences and conclusions.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as documents, biographies; novels; speeches and letters; and poetry, songs, and artworks is encouraged. ~~Selections may include Yankee Doodle.~~ Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes with the history and geography strands establishing a sense of time and a sense of place. Skills listed in the geography and social studies skills strands in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.

(4) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students

Comment [A1]: ER- Introduction

Comment [A2]: BSG-Introduction. This sentence was moved so that all government concepts were grouped together.

Comment [A3]: BSG-Introduction: This sentence was moved up to group the government concepts together.

Comment [A4]: This was changed to match 5.23 (A).

Comment [A5]: Introduction. This was moved to 5.21 (A).

Comment [A6]: BSG-The additional sentence clarifies the difference between required content and optional examples in an effort to create vertical continuity.

to understand the importance of patriotism, function in a free enterprise (capitalism, free market) system, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code, §28.002(h).

(5) State and federal laws mandate a variety of celebrations and observances including Celebrate Freedom Week. Each social studies class shall include, during Celebrate Freedom Week as provided under Texas Education Code, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the United States Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the United States Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subsection (a) of this section, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

(b) Knowledge and skills.

(1) History. The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine. The student is expected to:

(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

(B) describe the accomplishments of significant colonial leaders individuals during the colonial period such as including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams.

- Comment [A7]:** BSG-5.1(A) Committee felt this phrase added specificity to the starting date of this time period. This also addresses Spanish colonization efforts.
- Comment [A8]:** MV-5.1 One committee member wanted to move the date "1565, the founding of St. Augustine" as an "including" under 5.1(A) and have the main topic state "from its early beginning" to allow for earlier events.
- Comment [A9]:** This specificity was added in response to SBOE request for date clarification.
- Comment [A10]:** BSG-5.1A Committee moved this from the original 5.10A to consolidate these overlapping discussions.
- Comment [A11]:** This specificity was added per SBOE request.
- Comment [A12]:** MV-5.1(B) Five committee members wanted to leave Anne Hutchinson in and one committee member wanted to delete her. William Bradford was added by consensus of all members.
- Comment [A13]:** BSG-5.1(B) Committee felt this added specificity.
- Comment [A14]:** Comments from SBOE suggested adding Pocahontas. The committee felt her influence is taught implicit with John Smith and does not need separate mention.

(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:

~~(B)~~ (A) identify and analyze the causes and effects of events prior to and during the American Revolution ~~such as~~ including the French and Indian War and the Boston Tea Party;

~~(A)~~ (B) identify the Founding Fathers and Patriot heroes, and their contributions of significant individuals during the revolutionary period, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson and George Washington; and

(C) summarize the results of the American Revolution, including the establishment of the United States, and the development of the U.S. military, and the origins of U.S. military institutions.

(3) History. The student understands the 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:

~~(B)~~ (A) identify the issues ~~summarize the events~~ that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation; and

~~(A)~~ (B) identify the contributions of individuals including James Madison, George Mason and Roger Sherman who helped create the U.S. Constitution. ~~and~~

Comment [A15]: BSG-5.2(A, B) Committee suggested switching (A) and (B) in this section to place them in a more logical order.

Comment [A16]: MV-5.2(A) One committee member felt that the phrase “including religious revivals” should be listed to address the Great Awakening impact. Most committee members felt that this was a cerebral concept that would be more appropriately addressed at a higher grade level, such as Grade 8 where it is taught.

Comment [A17]: BSG-5.2(A) This adds specificity.

Comment [A18]: BSG-5.2(A) Committee felt that this is a significant event that provided an additional example.

Comment [A19]: BSG-5.2(B) This switches (A) and (B) in this section and puts them in a more logical order.

Comment [A20]: ER-5.2(B) This is a more technical term to describe these early leaders and also introduces the term before Grade 8.

Comment [A21]: BSG&ER-5.2(B) Ben Franklin was moved from the original 5.19(C) to 5.2(B) because committee felt that Franklin is a Founding Father that should be included in this list. John Adams was added at the request of an expert reviewer.

Comment [A22]: 5.2(C) The change of emphasis from “origins of U.S. military institutions” to “development of the U.S. military” was felt to be an improved focus on this topic that would be more developmentally appropriate at this grade level.

Comment [A23]: BSG&ER-5.3(A) “Identify” introduces greater specificity than the word “summarize”; “issues” works better than the word “events” because it allows the inclusion of an example suggested by expert reviewers, “the Articles of Confederation.”

Comment [A24]: 5.3(A) Committee felt this was an important issue to include when discussing the creation of the U.S. Constitution.

Comment [A25]: BSG-5.3(B); Switching the order of (A) and (B) allows for a more logical sequence.

Comment [A26]: SBOE&ER-George Mason was mentioned on numerous lists of expert reviewers and SBOE members.

(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:

(A) describe the causes and effects of the War of 1812;

(B) identify and explain how changes in society resulting from the Industrial Revolution and explain how these changes led to conflict among sections of the United States;

(C) identify reasons people moved west;

(D) identify examples of significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny;

(E) describe the causes and effects 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;

(F) explain the reasons for and rights provided by the 13th, 14th, and 15th amendments to the U.S. Constitution;

(G) explain how industry and the mechanization of agriculture changed the American way of life; and

(H) identify the challenges, opportunities, and contributions of people from selected various American Indian and immigrant groups.

Comment [A27]: MV-5.4 One committee member wanted to include the Second Great Awakening as an additional point discussing its social impact.

Comment [A28]: 5.4(A) Committee felt this was an important event in the 19th century that should be included.

Comment [A29]: BSG-5.4(B) Committee felt this cleared up some confusion in the wording, but doesn't change the meaning.

Comment [A30]: 5.4(B) Committee felt this was unnecessary wording.

Comment [A31]: BSG-5.4(D) Committee felt this was clearer wording that helped lead into the examples that follow.

Comment [A32]: SBOE-A recommendation from the SBOE was to add Sacagawea in this area. As referenced in 1(B), she will be taught within the expedition of Lewis and Clark.

Comment [A33]: BSG-5.4(D) Committee felt adding these examples increases specificity and are important concepts that are already being taught by Grade 5 teachers.

Comment [A34]: SBOE&ER-Some expert reviewer and SBOE recommendations suggested the inclusion of the Monroe Doctrine. This is taught in depth at Grade 8. One committee member thought it should be included.

Comment [A35]: BSG-5.4(E) Identify is a more specific word.

Comment [A36]: BSG-5.4(E) Committee felt this provides examples of important causes and effects.

Comment [A37]: BSG-5.4(G) "Selected" is an awkward adjective to use if a list is not provided. The use of "various" allows more local control.

(5) History. The student understands important issues, events, and individuals of the 20th and 21st centuries ~~century~~ in the United States. The student is expected to:

(A) analyze various issues and events of the 20th century such as ~~urbanization~~; industrialization, ~~urbanization~~; increased use of oil and gas, the Great Depression; world wars, ~~the civil rights movement, and military actions~~;

~~(B) analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election; and~~

~~(B) (C) identify the accomplishments of notable individuals such as Carrie Chapman Catt, Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King, Jr., Rosa Parks, Colin Powell, Cesar Chavez, and Franklin D. Roosevelt, Ronald Reagan, and Colin Powell who have made contributions to society in the areas of civil rights, women’s rights, military actions, and politics.~~

(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and

(B) translate geographic data into a variety of formats such as raw data to graphs and maps.

(7) Geography. The student understands the concept of regions ~~in the United States~~. The student is expected to:

(A) describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity;

(B) describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics, ~~such as the Great Plains, Rocky Mountains, and Coastal Plains~~;

~~(C) locate the fifty states on a map and identify regions such as New England and the Great Plains made up of various groups of states~~ ~~locate on a map important political features, such as ten of the largest urban areas in the United States, the fifty states, and regions such as the Northeast, the Midwest, and the Southwest; and~~

Comment [A38]: BSG-5.5(A) This puts the list in somewhat of a chronological order.

Comment [A39]: 5.5(A) These are just two other important topics.

Comment [A40]: MV-5.5(B) Updating to address the 21st century. One committee member felt that the 2008 election is not at the same level of significance as other events included in this SE. Five committee members thought the election of 2008 should be included.

Comment [A41]: MV-5.5(C) Jane Addams was added because committee members felt she was an important reformer in U.S. history and she had been removed from third grade. One committee member was not present on the third day when this decision was made. Five committee members voted to add her to the list.

Comment [A42]: 5.5(C) Susan B. Anthony is perceived by the committee as a better choice than Carrie Chapman Catt in the issue of women’s rights.

Comment [A43]: BSG-5.5(C) Cesar Chavez was moved from the original 5.19C to focus on his contributions as a reformer rather than as a model of citizenship. MV-One committee member opposed the inclusion of Chavez as an “unacceptable role model for students.” Five committee members felt that Chavez should be included because of his role in organizing farm workers in California, which led to better living conditions and higher wages for farm workers nationwide. ER-Chavez was moved from “citizenship” SE to reformers as a result of an expert review.

Comment [A44]: 5.5(C) Committee felt that Ronald Reagan was a political leader who had influence worldwide.

Comment [A45]: 5.7 Committee notes that different sources classify regions differently. The social studies textbooks also show regions differently. National Geographic lists NE, SE, SW, MW and W.

Comment [A46]: MV-5.7(c) – One committee member would like to include learning the state capitals.

Comment [A47]: SBOE-5.7(c) The addition of the ten of the largest urban areas was due to SBOE request. There was not consensus from feedback sources on which criteria should be used to create the regional breakdown. The three listed were felt to be representative and avoided potential map “gaps” that would occur in a map that showed both Midwest and New England.

D locate on a map important physical features, such as the Rocky Mountains, Mississippi River, and Great Plains.

Comment [A48]: SBOE-5.7(D) This was added due to SBOE request. Combined with 5.7(C), this forms a parallel pair with 5.7(A) and 5.7(B).

(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 types of settlement and patterns of land use in the United States;

~~(B) describe clusters of settlement in the United States and explain their distribution;~~

Comment [A49]: BSG-5.8(B) This was done because (B) and (D) were redundant.

~~(D)~~ (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 reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present.

Comment [A50]: BSG-5.8(C) Committee felt this was needed for clarity.

(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

Comment [A51]: BSG-5.9(A) This was done to combine (A) and (B) because they were redundant and for clarity.

~~(B) identify reasons 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~~

~~(C)~~ (B) analyze the benefits and consequences of human modification of the environment in the United States, past and present.

Comment [A52]: BSG-5.9(B) Committee wanted to add "benefits and" to provide depth and clarity, and show the positive sides of human modification as well as the negative consequences.

(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 various early Native American groups in the United States; and~~

Comment [A53]: BSG-5.10(A) This is covered in Grade 4.

(B) (A) explain the economic patterns of early European colonists; and

Comment [A54]: 5.10 (A) [formerly (B)] This gets moved up.

~~(11) Economics. The student understands the reasons for exploration and colonization. The student is expected to:~~

~~(A) identify the economic motivations for European exploration and settlement in the United States; and~~

Comment [A55]: BSG-5.10(A) This was moved into 5.1(A) so that the economic motivations for European exploration and settlement would not be seen in isolation.

(B) identify major industries of colonial America.

Comment [A56]: BSG-5.10(B) This aligns with (10) better. This was originally 5.11(B).

(+2) (11) Economics. The student understands the development characteristics and benefits of the free enterprise (capitalism, free market) system in the United States. The student is expected to:

Comment [A57]: BSG-5.11 This better aligns with the essential knowledge and skills statement.

(A) describe the development of the free enterprise (capitalism, free market) system in colonial America and the United States;

(B) describe how the free enterprise (capitalism, free market) system works in the United States; and

(C) give examples of the benefits of the free enterprise (capitalism, free market) system in the United States.

(+3) (12) Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise (capitalism, free market) 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.

(+4) (13) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:

(A) analyze compare how people in different parts of the United States earn a living, past and present;

(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;

(D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States; and

~~(E) analyze how developments in transportation and communication have influenced economic activities in the United States; and~~

Comment [A58]: BSG-5.13(E) This is the old 24(C) under Science and Technology, which specifically lists transportation and communication so it doesn't need to be repeated here.

(+5) (E) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.

(+15) (14) Government. The student understands the organization of ~~how people organized~~ governments in colonial America. The student is expected to:

(A) ~~identify compare~~ the systems of government of early European colonists; including representative government and monarchy; and

Comment [A59]: BSG-5.14(A) Committee wanted to provide specific examples.

(B) identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.

(+16) (15) Government. The student understands important ideas in the Declaration of Independence, ~~and~~ the U.S. Constitution, and the Bill of Rights. The student is expected to:

Comment [A60]: BSG&ER-5.15 This 5.15 addresses the requirements of Celebrate Freedom Week.

(A) identify the purposes and explain ~~the importance~~ the key elements of the Declaration of Independence;

(B) explain the purposes of the U.S. Constitution as identified in the Preamble; ~~to the Constitution~~ and

Comment [A61]: BSG-5.15(B) Moved from 5.21(A) to align with Grade 8 curriculum

(C) explain the reasons for the creation of the Bill of Rights and its importance.

Comment [A62]: BSG-5.15(C) was moved from 5.21(A) to align with Grade 8 curriculum.

(+17) (16) Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:

(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.

(+18) (17) Citizenship. The student understands important ~~eustoms~~, symbols, ~~customs~~, ~~and~~ celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to

(A) explain ~~selected~~ various patriotic symbols, including Uncle Sam, and landmarks such as the Statue of Liberty and the White House and political symbols such as the donkey and elephant;

Comment [A63]: BSG-5.17(A) The word "various" was used to facilitate flexibility in which examples can be chosen.

(B) sing or recite The Star-Spangled Banner and explain its history;

(C) recite and explain the meaning of the Pledge of Allegiance;

(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

Comment [A64]: BSG-5.17(D) Committee added additional celebrations to comply with state regulations.

(E) explain the significance of important landmarks, including the White House, the Statue of Liberty and Mount Rushmore.

Comment [A65]: BSG-5.17(E) Committee divided 17(A) into symbols and 17(E) into landmarks.

~~(19)~~ (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) explain how individuals can participate in civic affairs ~~and political parties~~ at the local, state, and national levels; and

~~(B) analyze the role of the individual in national elections;~~

Comment [A66]: 5.18(B) This was added to (A).

~~(C) identify significant individuals such as César Chávez and Benjamin Franklin who modeled active participation in the democratic process; and~~

Comment [A67]: ER-5.18(C) This decision was based on expert reviews and these people were placed in more appropriate place in the text.

~~(D)~~ (B) explain how to contact elected and appointed leaders in the local, state, and national governments.

~~(20)~~ (19) Citizenship. The student understands the importance of effective leadership in a democratic ~~society~~ republic. The student is expected to:

Comment [A68]: ER-5.19 Expert reviewers suggested this term.

(A) explain the contributions of the Founding Fathers to the development of the national government;

Comment [A69]: This wording was used as committees attempted to use common language for vertical alignment.

~~(A)~~ (B) identify past and present leaders in the national government, including the president and ~~selected~~ various members of Congress, and their political parties; and

Comment [A70]: ER-5.19(A)-This section 20 (A) was added to align with the Grade 8 TEKS.

~~(B)~~ (C) identify and compare leadership qualities of national leaders, past and present.

~~(21)~~ (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) summarize the reasons for the creation of the Bill of Rights;~~

Comment [A71]: 5.20(A) This was moved to 5.15(C).

~~(B)~~ (A) describe ~~important individual~~ 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

Comment [A72]: SBOE wanted more emphasis on fundamental documents. This now addresses all of the amendments in the Bill of Rights; additionally it adds the Second Amendment in the "including."

~~(C)~~ (B) describe ~~important due process rights including trial by jury and the right to an attorney;~~

~~(D)~~ (C) (B) ~~summarize selected~~ describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens.

~~(22)~~ (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 *American Progress*, “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.

Comment [A73]: MV-One committee member has a preference for eliminating (through consolidation) non-history strands, such as Culture and Social Studies Skills, into a historical chronological sequence. As teachers teach a time period, they will have to cover the relevant culture and incorporate social studies skills.

Comment [A74]: BSG-5.21(A) Committee feels these are good examples that are appropriate for Grade 5.

~~(23)~~ (22) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:

(A) identify the similarities and differences within and among ~~selected~~ various racial, ethnic, and religious groups in the United States;

(B) describe ~~customs, celebrations,~~ and traditions of ~~selected~~ various racial, ethnic, and religious groups in the United States; and

(C) summarize the contributions of people of ~~selected~~ various racial, ethnic, and religious groups to our national identity.

Comment [A75]: MV-One committee member has a preference for eliminating (through consolidation) non-history strands, such as Culture and Social Studies Skills, into a historical chronological sequence. As teachers teach a time period, they will have to cover the relevant culture and incorporate social studies skills.

Comment [A76]: 5.22 (A) “Selected” is an awkward term to use when a list is not provided.

Comment [A77]: 5.22(B) Committee felt “celebrations” was redundant to 5.17.

Comment [A78]: 5.22(B) “Selected” is an awkward term to use when a list is not provided.

Comment [A79]: 5.22(C) “Selected” is an awkward term to use when a list is not provided.

~~(24)~~ (23) Science, technology, and society. The student understands the impact of science and technology on ~~life~~ society in the United States. The student is expected to:

(A) ~~describe~~ identify the contributions ~~accomplishments~~ of ~~famous inventors and scientists such as~~ notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong. ~~Neil Armstrong, John J. Audubon, Benjamin Banneker, Clarence Birdseye, George Washington Carver, Thomas Edison, and Carl Sagan;~~

(B) identify how scientific discoveries, ~~and~~ technological innovations, ~~such as the transcontinental railroad, the discovery of oil,~~ 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) analyze environmental changes brought about by scientific discoveries and technological innovations such as air conditioning and fertilizers; and~~

Comment [A80]: ER&MV-5.23(A) All the individuals who were removed were suggested for removal by expert reviewers; those used were all recommended by ERs except for John Deere. Committee members felt John Deere would be a good addition for the Texas (particularly rural) population. One committee member felt that George Washington Carver should not be included because he didn’t believe Carver was as important as other named individuals. This same committee member suggested Wernher Von Braun as an alternate scientist for inclusion but the committee did not vote for inclusion of this individual.

Comment [A81]: Committee added the space program based on SBOE recommendation, and the importance of the technological impact of NASA.

Comment [A82]: BSG-5.23(D) was deleted because committee felt this was not developmentally appropriate for Grade 5.

~~(E)~~ **(D)** predict how future scientific discoveries and technological innovations could affect society in the United States.

~~(25)~~ **(24)** Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States; ~~and Texas~~;

(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;

(C) organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;

(D) identify different points of view about an issue, topic, or current event; ~~or topic and~~

~~(E) identify the elements of frame of reference that influenced the participants in an event; and~~

(E) identify the historical context of an event.

~~(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.~~

~~(26)~~ **(25)** Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

(B) incorporate main and supporting ideas in verbal and written communication;

(C) express ideas orally based on research and experiences;

(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and

(E) use standard grammar, spelling, sentence structure, and punctuation.

~~(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:

Comment [A83]: MV-One committee member has a preference for eliminating (through consolidation) non-history strands, such as Culture and Social Studies Skills, into a historical chronological sequence. As teachers teach a time period, they will have to cover the relevant culture and incorporate social studies skills.

Comment [A84]: BSG-5.24(E) Deleted by committee because it is not grade-level appropriate.

Comment [A85]: BSG-5.24(F) Committee felt this was not needed at Grade 5.

Comment [A86]: MV-One committee member has a preference for eliminating (through consolidation) non-history strands, such as Culture and Social Studies Skills, into a historical chronological sequence. As teachers teach a time period, they will have to cover the relevant culture and incorporate social studies skills.

Comment [A87]: MV-One committee member has a preference for eliminating (through consolidation) non-history strands, such as Culture and Social Studies Skills, into a historical chronological sequence. As teachers teach a time period, they will have to cover the relevant culture and incorporate social studies skills.

(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

(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.

Source: The provisions of this §113.7 adopted to be effective September 1, 1998, 22 TexReg 7684.

DRAFT