

DRAFT Proposed Revisions

Texas Essential Knowledge and Skills

Elementary School Social Studies Kindergarten - Grade 5

Prepared by the State Board of Education TEKS Review Committees

First Draft – July 31, 2009

These documents have been combined from grade level team drafts and formatted for consistency and for ease of review.

Proposed additions are shown in green font with underlines and proposed deletions are shown in red font with strike throughs.

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

BSG = information added, changed or deleted based on broad strokes guidance
CRS = information added or changed to align with College Readiness Standards
ER = information added, changed or deleted based on expert reviewer feedback
MV = multiple viewpoints from within the committee

TABLE OF CONTENTS

Social Studies, Kindergarten	Pages 1-5
Social Studies, Grade 1	Pages 6-12
Social Studies, Grade 2	Pages 13-19
Social Studies, Grade 3	Pages 20-27
Social Studies, Grade 4	Pages 28-36
Social Studies, Grade 5	Pages 37-46

§113.2. Social Studies, Kindergarten.

(a) Introduction.

(1) In Kindergarten, ~~the focus is on~~ the study of the self, home, family, and classroom establishes the foundation for responsible citizenship in a global society. ~~The study of our~~ Students explore state and national heritage ~~begins with an examination of~~ by examining the celebration of patriotic holidays and the contributions of ~~historical people~~ individuals. The concept of chronology is introduced. Students ~~discuss~~ apply geographic concepts of location and physical and human characteristics of places. Students ~~are introduced to~~ identify the basic human needs of food, clothing, and shelter and ~~to the~~ ways that people meet these needs. Students learn the purpose of rules and the role of authority figures in the home and school. Students learn customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. Students compare family customs and traditions and describe examples of technology in the home and school. Students acquire information from a variety of oral and visual sources. Students practice problem solving, decision making, and independent thinking skills.

Comment [A1]: Subject-verb agreement.

Comment [A2]: Emphasizes the goal of social studies education.

Comment [A3]: Student-centered action.

Comment [A4]: Emphasizes student action.

Comment [A5]: Includes current and local figures.

Comment [A6]: Increased rigor.

Comment [A7]: Emphasizes student action and increases rigor.

Comment [A8]: Word choice.

Comment [A9]: To complete overview of each strand.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material ~~such as biographies; folktales, myths, and legends; and poetry, songs, and artworks~~ is encouraged. ~~Selections may include You're a Grand Old Flag and a children's biography of George Washington.~~ Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.

Comment [A10]: Specific content of selections is addressed in knowledge and skills statements.

Comment [A11]: BSG-Specific content of selections and individuals is addressed in knowledge and skills statements.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. ~~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.~~ 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. Throughout the student expectations, terms following "including" are required; however, terms following "such as" are examples.

Comment [A12]: Redundancy

Comment [A13]: BSG-Clarification of terminology

(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 values of our state and nation as referenced in the Texas Education Code, §28.002(h).

(5) Students must demonstrate learning performance related to any federal and state mandates regarding classroom instruction. Although Kindergarten is not required to participate in Celebrate Freedom Week, according to TAC Title 19, ch. 75 rule §74.33, primary grades lay the foundation for subsequent learning. As a result, Kindergarten TEKS include standards related to this patriotic observance.

Comment [A14]: BSG-Emphasizes patriotism; increased rigor

(b) Knowledge and skills.

(1) History. The student understands that holidays are celebrations of special events. The student is expected to:

(A) explain the reasons for national patriotic holidays such as Presidents' Day, and Veterans Day, and Independence Day; and

Comment [A15]: BSG&ER- "Veterans Day" emphasizes patriotism by adding another holiday.

Comment [A16]: Redundancy with K.1B

(B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.

(2) History. The student understands how historical figures and ordinary people ~~other individuals~~ helped to shape influenced the community, state, and nation. The student is expected to:

Comment [A17]: ER-Word choice, includes current and local figures)

Comment [A18]: Word choice

(A) identify the contributions of historical figures such as including Stephen F. Austin and George Washington who helped to shape influenced our state and nation; and

Comment [A21]: Word choice

Comment [A19]: Word choice

(B) identify contributions of ordinary people individuals who have shaped influenced the community.

Comment [A20]: BSG-Consistency in content across Texas

Comment [A22]: Match other SE in this knowledge and skills section.

(3) History. The student understands the concept of chronology. The student is expected to:

Comment [A23]: ER-Word choice, includes current and local figures

Comment [A24]: Word choice

(A) place events in chronological order; and

(B) use vocabulary related to time and chronology, including before, after, next, first, and last, yesterday, today, and tomorrow.

Comment [A25]: Sentence structure.

Comment [A26]: BSG-Increased rigor; moved from TEKS 1.3C

(4) Geography. The student understands the concept of location. The student is expected to:

(A) use terms, including over, under, near, far, left, and right, to describe relative location; and

Comment [A27]: Formatting of SEs in this knowledge and skills section.

(B) locate places on the school campus and describe their relative locations; and

Comment [A28]: Formatting of SEs in this knowledge and skills section.

(C) identify tools that aid in determining location including maps and globes.

Comment [A29]: Vertical alignment with grade 1, TEKS 1.5A & B

(5) Geography. The student understands the physical and human characteristics of the environment. The student is expected to:

(A) identify the physical characteristics of places such as landforms, bodies of water, natural resources, and weather; and

(B) identify how the ~~human characteristics of places such as types of houses and ways of earning a living~~ physical environment of a place affects the people who live there, such as how location affects clothing, food, and activities.

Comment [A30]: BSG-Clarification of SE by defining "human characteristics", vertical alignment to TEKS 1.6C

(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; and

(B) explain the difference between needs and wants; and

~~(B)~~ (C) explain how basic human needs of food, clothing, and shelter can be met such as self-producing, purchasing, and trading.

Comment [A31]: BSG-Vertical alignment of economics concepts K-12; increased rigor

Comment [A32]: Formatting of the SE in this Knowledge and Skills section

Comment [A33]: BSG-Increased rigor; vertical alignment to TEKS 1.8A, B, & C

Comment [A34]: Formatting of the SE in this knowledge and skills section

Comment [A36]: BSG-Clarification of SE through examples

(7) Economics. The student understands the importance value of jobs. The student is expected to:

(A) identify jobs in the home, school, and community; and

(B) explain why people have jobs.

Comment [A35]: Formatting of the SE in this knowledge and skills section

Comment [A37]: BSG-Word choice; clarification; increased rigor

(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 and customs, symbols, and celebrations 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 and Texas;

(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag; and

(C) identify Constitution Day as a celebration of American freedom; and

~~(C)~~ (D) explain the use of voting as a method for group decision making.

Comment [A38]: Aligning knowledge and skills statement with SEs in this section

Comment [A39]: Removed "celebrations" due to redundancy in K.1

Comment [A41]: BSG-Adherence to State law requiring pledges each day

Comment [A42]: Formatting of SEs in this knowledge and skills section

Comment [A40]: BSG-Clarification

Comment [A43]: BSG-Adherence to federal law

Comment [A44]: Formatting of the SEs in this knowledge and skills section

Comment [A45]: Formatting of the SEs in this knowledge and skills section

Comment [A46]: Emphasizes student action; increased rigor.

(11) Culture. The student understands similarities and differences among people. The student is expected to:

<p>(A) identify personal attributes common similar to all people such as physical characteristics kinship, laws, and religion; and</p>	<p>Comment [A49]: ER-Alignment with the knowledge and skills statement regarding "culture"</p>
<p>(B) identify differences among people.</p>	<p>Comment [A47]: BSG-Clarification</p>
<p>(12) Culture. The student understands how people learn about themselves through the importance of family customs and traditions. The student is expected to:</p>	<p>Comment [A50]: BSG-Vertical alignment; clarity</p>
<p>(A) identify describe family customs and traditions and explain their importance; and</p>	<p>Comment [A51]: Word choice</p>
<p>(B) compare family customs and traditions; and</p>	<p>Comment [A52]: Formatting of the SEs in this knowledge and skills section</p>
<p>(C) describe customs of the local community</p>	<p>Comment [A53]: Formatting of the SEs in this knowledge and skills section</p>
<p>(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:</p>	<p>Comment [A54]: BSG-Alignment with Kindergarten theme of "self, home, family, and classroom"</p>
<p>(A) identify examples of technology used in the home and school; and</p>	<p>Comment [A55]: Combining with TEKS K.14; word choice to active verb.</p>
<p>(B) describe how technology helps accomplish specific tasks and meet people's needs; and</p>	<p>Comment [A56]: Formatting of SEs in this knowledge and skills section.</p>
<p>(C) describe how his or her life might be different without modern technology</p>	<p>Comment [A58]: Formatting of SEs in this knowledge and skills section.</p>
<p>(14) Science, technology, and society. The student understands ways in which technology has changed how people live. The student is expected to:</p>	<p>Comment [A57]: Moving of TEKS K.14B</p>
<p>(A) describe how his or her life might be different without modern technology;</p>	<p>Comment [A59]: Moving of TEKS K.14A</p>
<p>(B) list ways in which technology meets people's needs.</p>	<p>Comment [A60]: Incorporated into TEKS K.13 to align with formatting of other knowledge and skills statements</p>
<p>(15) (14) 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:</p>	<p>Comment [A61]: Formatting of SEs</p>
<p>(A) obtain information about a topic using a variety of oral sources such as conversations, interviews, and music;</p>	
<p>(B) obtain information about a topic using a variety of visual sources such as pictures, symbols, television, maps, computer images, electronic media, print material, and artifacts; and</p>	<p>Comment [A63]: Formatting of SEs</p>
<p>(C) sequence and categorize information; and</p>	<p>Comment [A62]: "Electronic media" to update terminology; "maps" removed to align with TEKS K.4C and 1.5A</p>
<p>(D) identify main ideas from oral, visual, and print sources.</p>	<p>Comment [A64]: Formatting of SEs</p>
	<p>Comment [A65]: BSG-Developmentally inappropriate; not introduced into ELA TEKS until 2nd grade</p>

~~(16)~~ (15) Social studies skills. The student communicates in oral and visual forms. The student is expected to:

Comment [A66]: Formatting of SEs

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

(B) create and interpret visuals ~~including pictures and maps.~~

Comment [A67]: "Including pictures" removed because pictures are one example of many options that are available; however, they are not vital to the SE. "Maps" removed due to alignment with TEKS K.4C and 1.5A.

~~(17)~~ (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:

Comment [A68]: Formatting of SEs

(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~~ generate options, predict ~~consequences~~ outcomes, and take action to implement a decision ~~and reflect on the effectiveness of that decision.~~

Comment [A71]: Increased rigor

Comment [A69]: Increased rigor

Comment [A70]: Word choice emphasizes positive or negative results.

Source: The provisions of this §113.2 adopted to be effective September 1, 1998, 22 TexReg 7684.

DRAFT

§113.3. Social Studies, Grade 1.

(a) Introduction.

(1) In Grade 1, students ~~learn about~~ study their relationship to the classroom, school, and community to establish the foundation for responsible citizenship in a global society. ~~Students develop concepts of time and chronology. The concepts of time and chronology are developed~~ by distinguishing among past, present, and future events. Students identify anthems and mottoes of the United States and Texas. Students ~~make~~ create simple maps to identify the location of places in the classroom, school, and community. ~~Students explore~~ The concepts of goods and services and the value of work ~~are introduced.~~ Students identify historic figures and ordinary people individuals who exhibit good citizenship. Students describe the importance of family customs and traditions and identify how technology has changed family life. Students sequence and categorize information. Students practice problem solving, decision making, and independent thinking skills.

- Comment [A1]:** Active word choice
- Comment [A2]:** Emphasizes the goal of social studies education
- Comment [A3]:** Student-centered action
- Comment [A4]:** Word choice
- Comment [A5]:** BSG-Student-centered action; increased rigor
- Comment [A6]:** BSG-Includes historical, current and local figures
- Comment [A7]:** To complete the overview of each strand

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material ~~such as biographies; folktales, myths, and legends; and poetry, songs, and artworks~~ is encouraged. ~~Selections may include a children's biography of Abraham Lincoln.~~ Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.

- Comment [A8]:** BSG-Specific content of selections is addressed in knowledge and skills statements
- Comment [A9]:** BSG-specific content of selections and individuals is addressed in knowledge and skills statements

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. ~~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.~~ 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. Throughout the student expectations, terms following “including” are required; however, terms following “such as” are examples.

- Comment [A10]:** Redundancy
- Comment [A11]:** BSG-Clarification of terminology

(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).

(5) Students must demonstrate learning performance related to any federal and state mandates regarding classroom instruction. Although First Grade is not required to participate in Celebrate Freedom Week, according to TAC Title 19, ch. 75 rule §74.33, primary grades lay the foundation for subsequent learning. As a result, First Grade TEKS include standards related to this patriotic observance.

- Comment [A12]:** BSG-Emphasizes patriotism; increased rigor

(b) Knowledge and skills.

~~(1)~~ **(2)** History. The student understands how historical figures and other individuals helped to shape influenced ~~our~~ the community, state, and nation. The student is expected to:

(A) identify contributions of historical figures such as including Sam Houston, Martin Luther King, Jr. and Abraham Lincoln who have influenced the community, state, and nation;

(B) identify historical figures such as Alexander Graham Bell and Thomas Edison Garrett Morgan and other individuals who have exhibited a love of individualism and inventiveness; and

(C) compare the similarities and differences among the lives and activities of historical figures individuals who have influenced the community, state, and nation.

~~(2)~~ **(1)** History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:

(A) describe the origins of selected customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day Martin Luther King, Jr. Day, Independence Day, and Veterans' Day; and

(B) compare the observance of holidays and celebrations, past and present; and

~~(C) identify anthems and mottoes of the United States and Texas.~~

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

(A) distinguish among past, present, and future;

~~(B)~~ **(C)** create a calendar or and simple timeline; and

~~(C) use vocabulary related to chronology, including yesterday, today, and tomorrow.~~
(B) describe and measure calendar time by days, weeks, months, and years; and

(4) Geography. The student understands the relative location of places. The student is expected to:

(A) locate places using the four cardinal directions; and

(B) describe the location of self and objects relative to other locations in the classroom and school.

(5) Geography. The student understands the purpose of maps and globes. The student is expected to:

Comment [A15]: Word choice

Comment [A16]: Word choice

Comment [A13]: Formatting of SEs consistent with K.1

Comment [A14]: ER-word choice, includes current and local figures

Comment [A17]: BSG-Consistency in content across Texas

Comment [A18]: BSG-Added as individual; removed as holiday in TEKS 1.1A

Comment [A19]: Word choice

Comment [A20]: BSG&ER-Adding ethnic and product diversity

Comment [A21]: ER-Includes current and local figures

Comment [A22]: BSG&ER-Clarification of terminology

Comment [A23]: ER-Alignment of knowledge and skills statement and SEs

Comment [A24]: BSG-Alignment with other grade level formatting, Formatting of SEs consistent with TEKS K.2

Comment [A25]: ER-Clarification of SE

Comment [A26]: San Jacinto Day-adds a state holiday

Martin Luther King, Jr. Day-removed as holiday; added as individual in TEKS 1.2A

Independence Day-removed due to redundancy of TEKS K.1A

Comment [A27]: Formatting of SEs in this knowledge and skills section

Comment [A28]: Formatting of SEs in this knowledge and skills section

Comment [A29]: Moved to TEKS 1.13C

Comment [A30]: Formatting of SEs in this knowledge and skills section

Comment [A31]: Increased rigor

Comment [A32]: Formatting of SEs in this knowledge and skills section

Comment [A34]: BSG-Increased rigor; moved from TEKS 2.2C

Comment [A33]: BSG-Moved to TEKS K.3B

(A) create and use simple maps ~~to identify the location of places~~ such as maps of the home, in the classroom, school, and community, ~~and beyond~~; and

(B) locate places of significance such as the local community, Texas, and the United States on maps and globes ~~such as the local community, Texas, and the United States~~.

- Comment [A36]: BSG-Clarity
- Comment [A37]: Sentence structure
- Comment [A38]: Sentence structure
- Comment [A39]: BSG-Align with the theme of "classroom, school, and community"
- Comment [A35]: Redundancy
- Comment [A40]: Sentence structure

(6) Geography. The student understands various physical and human characteristics of the environment. The student is expected to:

(A) identify and describe the physical characteristics of places such as landforms, bodies of water, natural resources, and weather;

(B) identify examples of and uses for natural resources in the community, state, and nation; and

(C) identify and describe ~~the human characteristics of places such as~~ how the physical environment affects the types of houses in which people live and ways people ~~of~~ earning a living.

- Comment [A42]: BSG-Clarity; sentence structure
- Comment [A41]: ER-Clarification of SE
- Comment [A43]: Moved from TEKS 1.14 to TEKS 1.7 for alignment with Economic strand vs. Culture strand.

~~(14)~~(7) Culture. 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.

~~(7)~~(8) Economics. The student understands the concepts of goods and services. The student is expected to:

- Comment [A44]: Formatting due to previous insertion

(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.

~~(8)~~(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:

- Comment [A45]: Formatting due to previous insertion

(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.

~~(9)~~(10) Economics. The student understands the value of work. The student is expected to:

- Comment [A46]: Formatting due to previous insertion

- (A) describe the **requirements 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.

~~(10)~~(11) Government. The student understands the purpose of rules and laws. The student is expected to:

- (A) explain the **need purpose** for rules and laws in the home, school, and community; and
- (B) **give identify examples of** rules **or and** laws that establish order, provide security, and manage conflict.

~~(11)~~(12) Government. The student understands the role of authority figures and public officials. The student is expected to:

- ~~(A)~~ (B) identify **and describe the roles of public officials leaders** in the community, state, and nation;
- ~~(B) describe the roles of public officials including mayor, governor, and president; and~~
- ~~(C)~~ (A) identify the responsibilities of authority figures in the home, school, and community; **and**

~~(12)~~(13) Citizenship. The student understands characteristics of good citizenship as exemplified by **historical** figures and **ordinary people other individuals**. The student is expected to:

- (A) identify characteristics of good citizenship such as **a belief in justice fairness**, truth, **equality respect**, and responsibility for the common good;
- (B) identify **historical** figures such as **Clara Barton, Nathan Hale, Benjamin Franklin** and Eleanor Roosevelt who have exemplified good citizenship; and
- (C) identify **ordinary people other individuals** who exemplify good citizenship **and exhibit a love of individualism and inventiveness**.

~~(13)~~(14) Citizenship. The student understands important **symbols**, customs, **symbols**, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:

- (A) explain **selected state and national and state** patriotic symbols **such as including** the **U.S. United States** and Texas flags, **the Liberty Bell, and** the Alamo, **and the Statue of Liberty**;

- Comment [A47]: Word choice; clarification of SE
- Comment [A48]: Formatting due to previous insertion
- Comment [A49]: ER-Alignment of SE with Knowledge and Skills statement
- Comment [A50]: Word choice
- Comment [A51]: BSG-Clarity
- Comment [A52]: Increased rigor
- Comment [A53]: Formatting due to previous insertion
- Comment [A54]: Formatting of SEs in this knowledge and skills section
- Comment [A55]: Combine SE 11.A and 11.B
- Comment [A56]: ER-Alignment of SE with knowledge and skills statement
- Comment [A57]: Combine SE 11.A and 11.B
- Comment [A59]: Formatting of SEs in this knowledge and skills section
- Comment [A58]: Formatting of SEs in this knowledge and skills section to align with statement
- Comment [A60]: Formatting due to previous insertion
- Comment [A61]: Word choice
- Comment [A62]: ER-Word choice, includes current and local figures
- Comment [A63]: BSG&ER- "Fairness" replaces "a belief in justice" and "equality" for age-appropriate synonyms as referenced in the Education Code, Sec. 29.906.
- Comment [A64]: ER-"respect" added, referenced in the Education Code, Sec. 29.906, as a characteristic of good citizenship
- Comment [A66]: BSG&ER-Clara Barton-moved to 3rd Grade to align with other SE ... [1]
- Comment [A65]: Word choice
- Comment [A68]: ER-Redunda ... [2]
- Comment [A67]: Word choic ... [3]
- Comment [A69]: Formatting d ... [4]
- Comment [A70]: Aligning kno ... [5]
- Comment [A71]: BSG-Clarity
- Comment [A72]: Formatting f ... [6]
- Comment [A73]: Consistency ... [7]
- Comment [A75]: BSG-Replac ... [8]
- Comment [A74]: BSG-Clarity

- (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;
- ~~(C) (D)~~ use explain and practice voting as a way of making choices and decisions; ~~and~~
- ~~(D) (E)~~ explain how selected patriotic customs, symbols, and celebrations reflect ~~an~~ American love of individualism, inventiveness, and freedom; ~~and~~
- (F) Identify Constitution Day as a celebration of American freedom.
- (15) Culture. The student understands the importance of family beliefs, customs, language, and traditions of communities. The student is expected to:
- (A) describe various beliefs, customs, language, and traditions of families communities and explain their importance; and
- (B) ~~retell stories from selected folktales and legends such as Aesop's fables.~~ explain the way folktales and legends reflect beliefs, customs, language, and traditions of communities.
- (16) Science, technology, and society. The student understands how technology has affecteds daily life, past and present. The student is expected to:
- (A) describe how ~~household tools and appliances~~ technology ~~have~~ changeds the ways families live;
- (B) describe how technology has changeds communication, transportation, and recreation; and
- (C) describe how technology has changeds the way people work.
- (17) 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) obtain information about a topic using a variety of oral sources such as conversations, interviews, and music;
- (B) obtain information about a topic using a variety of visual sources such as pictures, symbols, ~~graphics, television,~~ electronic media, maps, ~~computer images,~~ literature, and artifacts;
- (C) sequence and categorize information; and

- Comment [A76]:** BSG-Clarity
- Comment [A77]:** Moved from TEKS 1.2C
- Comment [A78]:** Formatting of SEs in this knowledge and skills section
- Comment [A79]:** Increased rigor
- Comment [A80]:** Formatting of SEs in this Knowledge and Skills section
- Comment [A84]:** BSG-Clarification of terminology (BSG, ER)
- Comment [A85]:** "Inventiveness" does not relate to "patriotic customs" or "celebrations".
- Comment [A86]:** Formatting of SEs in this Knowledge and Skills section
- Comment [A81]:** Formatting of SEs in this knowledge and skills section
- Comment [A82]:** BSG&ER-Clarity
- Comment [A83]:** Redundancy of TEKS 1.13A
- Comment [A87]:** BSG-Adherence to Federal law
- Comment [A89]:** BSG-Alignment with the theme of "classroom, school, and community"
- Comment [A88]:** BSG-Alignment with the theme of "classroom, school, and community"
- Comment [A90]:** ER-Alignment with the knowledge and skills statement
- Comment [A91]:** BSG-Alignment with the theme of "classroom, school, and community"
- Comment [A92]:** ER-Increased rigor; alignment with the knowledge and skills statement
- Comment [A93]:** Emphasizes the continuum of influence
- Comment [A94]:** Sentence agreement
- Comment [A95]:** Update terminology and scope, align with Knowledge and Skills Statement
- Comment [A96]:** Emphasizes the continuum of influence
- Comment [A97]:** Emphasizes the continuum of influence
- Comment [A98]:** Alignment with TEKS 1.13A
- Comment [A99]:** "Electronic media" to update terminology

~~(D) identify main ideas from oral, visual, and print sources.~~

Comment [A100]: Not introduced in LA TEKS until grade 2

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

Comment [A101]: Alignment with SEs in this knowledge and skills section

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

(B) create ~~and interpret~~ visual and written material ~~including pictures, maps, timelines, and graphs.~~

Comment [A103]: Redundancy due to other first grade SEs

Comment [A102]: Increased rigor

(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~~ ~~generate~~ options, predict ~~consequences- outcomes~~, and take action to implement a decision ~~and reflect on the effectiveness of that decision.~~

Comment [A106]: Increased rigor

Comment [A104]: Increased rigor

Comment [A105]: Word choice emphasizes positive or negative results

Source: The provisions of this §113.3 adopted to be effective September 1, 1998, 22 TexReg 7684.

DRAFT

Page 4: [1] Comment [A66]	Author
BSG&ER-Clara Barton-moved to 3 rd Grade to align with other SE	
Nathan Hale- removed due to few age appropriate materials	
Benjamin Franklin- age and grade-level appropriate, founding father	
Page 4: [2] Comment [A68]	Author
ER-Redundant to TEKS 1.2B	
Page 4: [3] Comment [A67]	Author
Word choice, includes current and local figures (ER)	
Page 4: [4] Comment [A69]	Author
Formatting due to previous insertion	
Page 4: [5] Comment [A70]	Author
Aligning knowledge and skills and SEs in this section (ER)	
Page 4: [6] Comment [A72]	Author
Formatting for consistency with others SEs	
Page 4: [7] Comment [A73]	Author
Consistency in content across Texas (BSG)	
Page 4: [8] Comment [A75]	Author
BSG-Replaced “the Liberty Bell” with “the Statue of Liberty” to provide a more concrete, age-appropriate example	

DRAFT

§113.4. Social Studies, Grade 2.

(a) Introduction.

(1) In Grade 2, students focus on a study of their local community by examining the impact of significant individuals and events on the history of the community as well as on the state and nation. Students begin to develop the concepts of time and chronology ~~by measuring calendar time by days, weeks, months, and years.~~ The relationship between the physical environment and human activities is introduced as are the concepts of consumers and producers. Students identify functions of government as well as services provided by the local government. Students continue to acquire knowledge of ~~important~~ customs, symbols, and celebrations that represent American beliefs and principles. Students identify the significance of works of art in the local community and explain how technological innovations have changed transportation and communication. Students communicate what they have learned in written, oral, and visual forms.

Comment [A1]: Very specific information that is covered under math standards

Comment [A2]: Removal of value language

(2) ~~The use of a variety of rich material such as biographies, folktales, myths, and legends; and poetry, songs, and artworks is encouraged. Selections may include the legend of the bluebonnet.~~ The use of a variety of resources such as nonfiction, texts, primary sources, biographies, folklore, poetry, songs, and artworks will ~~To~~ support the teaching of the essential knowledge and skills. ~~Other Motivating~~ resources are ~~also~~ available from museums, historical sites, presidential libraries, online tours, and local and state preservation societies.

Comment [A3]: BSG-Restated for clarity

Comment [A4]: Including technology and building background knowledge for students who cannot take such excursions to such places

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. 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. 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.

Comment [A5]: Redundancy

(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).

(b) Knowledge and skills.

(1) History. The student understands the historical significance of landmarks and celebrations such as Veteran's Day, Memorial Day, Independence Day, and Thanksgiving; and

Comment [A6]: BSG-Due to the importance of Veterans Day and current military issues, we feel the insertion of Veterans Day follows the national push for this holiday

(B) identify and explain the significance of various community, state, and national landmarks such as ~~the county courthouse and state and national capitol buildings~~ monuments and government buildings.

Comment [A7]: Not every student would have access to specific buildings, and therefore the change would offer a broader category that affords more opportunities to all students

(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 ~~ancient times and modern times~~ historical and present times;

(B) ~~use apply~~ vocabulary related to chronology, including past, present, and future; and

(C) create and interpret timelines for events in the past and present; ~~and~~

~~(D) describe and measure calendar time by days, weeks, months, and years.~~

Comment [A8]: BSG-Historical times offers students the opportunity to study throughout history whereas ancient times implies a specific time in history only; present times denotes a broader spectrum of time than does modern times.

Comment [A9]: Increase rigor

Comment [A10]: ER-Allows for specificity of current and historical events; expert panel recommendation

Comment [A11]: ER-Objective met through math and not need in social studies; expert panel recommendation

Comment [A12]: ER-Including current events broadens scope of social studies; expert panel recommendation

(3) History. The student understands how various sources provide information about the past and present. The student is expected to:

(A) ~~name~~ identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources; and

(B) ~~compare describe~~ various interpretations evidence of the same time period using ~~evidence such as photographs and interviews~~ primary sources such as photographs, journals, and interviews.

Comment [A14]: Give examples of sources

Comment [A13]: Increases rigor

Comment [A15]: BSG-Without having the foundational skill of comparison, we felt describe would be more developmentally appropriate when applied to learning new content skill

Comment [A16]: Want students to seek evidence to increase rigor

(4) History. The student understands how historical figures and ~~ordinary people~~ other individuals helped to shape our community, state, and nation. The student is expected to:

(A) identify contributions of historical figures such as ~~Henrietta King Theodore Roosevelt, Irma Rangel,~~ and Thurgood Marshall who have influenced the community, state, and nation;

(B) identify historic figures such as Amelia Earhart, ~~and~~ Robert Fulton, George Washington Carver who have exhibited ~~a love of~~ individualism and inventiveness; and

(C) explain how ~~local~~ people and events have influenced local community history.

Comment [A17]: To introduce the foundation of primary sources that will be used throughout social studies and language arts TEKS

Comment [A18]: ER-Wording choice... ordinary people has derogatory connotation; other individuals offers better flow and connotation; expert panel recommendation

Comment [A19]: ER-Henrietta King fits better with Texas History (4th grade); Theodore Roosevelt's conservation efforts tie in very well with 2nd grade science TEKS; Irma Rangel offers a diverse figure from the state; expe... [1]

Comment [A21]: George Washington Carver's inventions are more appl... [2]

Comment [A22]: Value language; exhibiting is more important than loving

Comment [A20]: grammar

Comment [A23]: Local is too constricting; other people may hav... [3]

(5) Geography. The student uses simple geographic tools such as maps, globes, and photographs. The student is expected to:

(A) ~~use symbols, find locations, and determine directions on maps and globes~~ interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys; and;

(B) ~~draw create~~ maps to show places and routes within the home, school, and community.

Comment [A24]: Adds rigor to expectation ... [4]

Comment [A26]: BSG-Adds specificity

(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:

Comment [A25]: Adds rigor and adaptability for technology integra... [5]

Comment [A27]: BSG-Adds specificity and correlates to grade ... [6]

Grade 2 - Draft Recommendations

(A) identify major landforms and bodies of water, including continents and oceans, on maps and globes;

(B) locate the community, Texas, and the United States, ~~and selected countries~~ on maps and globes; and

Comment [A28]: Does not fit in with community framework

(C) ~~compare examine~~ information from ~~different various~~ sources about places and regions.

Comment [A29]: BSG-Without having the foundational skill of comparison, we felt describe would be more developmentally appropriate when applied to learning new content skill

(7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:

Comment [A30]: Word choice

(A) describe how weather patterns, ~~natural resources,~~ seasonal patterns, and natural hazards affect activities and settlement patterns; ~~and~~

Comment [A31]: Created new student expectation

(B) describe how natural resources and natural hazards affect activities and settlement patterns.

Comment [A32]: BSG-New student expectation for clarity

~~(B C)~~ explain how people depend on the physical environment and ~~its~~ natural resources to ~~satisfy their~~ meet basic needs.

Comment [A34]: Word choice

Comment [A33]: Word choice

(8) Geography. The student understands how humans use and modify the physical environment. The student is expected to:

(A) identify ways in which people depend on the physical environment, ~~including and~~ natural resources, to meet their basic needs;

Comment [A36]: Word choice

Comment [A35]: Word choice

(B) identify ways in which people have modified the physical environment such as building roads, clearing land for urban development, and ~~mining coal~~ drilling for oil;

Comment [A37]: Applicability to local and state communities would offer students more background knowledge

(C) identify consequences of human modification of the physical environment such as the use of irrigation to improve crop yields; and

(D) identify ways people can conserve and replenish natural resources.

(9) Economics. The student understands the ~~importance~~ value of work. The student is expected to:

Comment [A38]: BSG-Value is more concrete and helps students build a stronger economic foundation because it explains how economics impact individuals and communities.

(A) explain how work provides income to purchase goods and services; and

(B) explain the choices people in the U.S. free enterprise ~~(capitalistic, free market)~~ system can make about earning, spending, ~~and~~ saving money, and where to live and work.

Comment [A39]: ER-Clarity; expert panel recommendation

Comment [A40]: grammar

(10) Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:

Grade 2 - Draft Recommendations

- (A) distinguish between producing and consuming;
- (B) identify ways in which people are both producers and consumers; and
- (C) ~~trace~~ examine the development of a product from a natural resource to a finished product.

Comment [A41]: Rigor added with Blooms verbiage

(11) Government. The student understands the purpose of governments. The student is expected to:

- (A) ~~identify functions of governments~~ describe how governments establish order, provide security, and manage conflict;
- (B) identify ~~some~~ governmental services in the community such as libraries, schools, and parks and explain their value to the community. ~~;~~ and
- ~~(C) describe how governments establish order, provide security, and manage conflict.~~

Comment [A42]: BSG-Add specificity to the functions of government

Comment [A43]: redundancy

Comment [A44]: found in 11A

(12) Government. The student understands the role of public officials. The student is expected to:

- (A) compare the roles of public officials including mayor, governor, and president; and
- (B) identify ways that public officials are selected, including election and appointment to office.

(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ~~ordinary people~~ other individuals. The student is expected to:

Comment [A45]: Wording choice... ordinary people has derogatory connotation; other individuals offers better flow and connotation

- (A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good;
- (B) identify historic figures such as ~~Florence Nightingale~~, Paul Revere, WASP pilots of WWII, and Sojourner Truth who have exemplified good citizenship; ~~and~~
- (C) identify ~~ordinary people~~ other individuals who exemplify good citizenship. ~~;~~ and
- (D) apply good citizenship to promote public service.

Comment [A47]: Texas based women who impacted the war effort with exemplary service and commitment

Comment [A48]: grammar

Comment [A46]: ER-Not an American historical figure, but instead is a British subject; expert panel recommendation

(14) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:

Comment [A49]: Wording choice... ordinary people has derogatory connotation; other individuals offers better flow and connotation

Comment [A50]: grammar

- (A) identify selected patriotic songs such as The Star Spangled Banner and America the Beautiful;

Comment [A51]: Expectation is that students learn that civic engagement is vital in for good citizenship

Comment [A52]: Nationalism

(B) 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

(C) ~~explain identify~~ how selected customs, symbols, and celebrations reflect ~~an American love of~~ individualism, inventiveness, and freedom.

Comment [A54]: Removal of value language

Comment [A53]: Measurability

(15) Culture. The student understands the significance of works of art in the local community. The student is expected to:

(A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage; and

(B) explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage.

(16) Culture. The student understands ethnic and/or cultural celebrations. The student is expected to:

(A) identify the significance of various ethnic and/or cultural celebrations; and

(B) compare ethnic and/or cultural celebrations in the local community.

Comment [A55]: BSG-As part of a growing global society, students must be recognize that the world and community is comprised of various ethnic groups and appreciate and understand the differences between them all.

~~(16 17)~~ Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to:

Comment [A56]: Number sequence

(A) describe how science and technology ~~have~~ ~~change~~d communication, transportation, and recreation; and

Comment [A57]: Word choice, since it is constantly changing

(B) explain how science and technology ~~have~~ ~~change~~d the ways in which people meet basic needs.

Comment [A58]: Word choice, since it is constantly changing

~~(17 18)~~ 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:

Comment [A59]: Number sequence

(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music;

Comment [A60]: In the technology age, students struggle to distinguish the validity of resources.

(B) obtain information about a topic using a variety of valid visual sources such as pictures, ~~graphics, television, maps, computer software,~~ electronic sources, literature, reference sources, and artifacts;

Comment [A61]: In the technology age, students struggle to distinguish the validity of resources.

Comment [A62]: Words 'electronic sources' encompasses the others; brevity

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

Comment [A63]: Computer is device; internet is actually the medium

(D) sequence and categorize information; and

(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.

~~(18 19)~~ Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

Comment [A64]: Number sequence

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

(B) create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.

~~(19 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:

Comment [A65]: Number sequence

(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 generate~~ options, predict ~~consequences outcomes, and~~ take action to implement a decision, ~~and reflect on the effectiveness of the decision.~~

Comment [A68]: Add rigor to decision-making process

Comment [A66]: Add rigor to decision-making process

Comment [A67]: Word choice; consequences connote negative outcomes

Source: The provisions of this §113.4 adopted to be effective September 1, 1998, 22 TexReg 7684.

Page 2: [1] Comment [A19]	Author	
ER-Henrietta King fits better with Texas History (4 th grade); Theodore Roosevelt's conservation efforts tie in very well with 2 nd grade science TEKS; Irma Rangel offers a diverse figure from the state; expert panel recommendation		
Page 2: [2] Comment [A21]	Author	
George Washington Carver's inventions are more applicable to 2 nd grade learners than Fulton's steam engine, which is also mentioned in the 5 th grade		
Page 2: [3] Comment [A23]	Author	
Local is too constricting; other people may have influenced the community though not "local"		
Page 2: [4] Comment [A24]	Author	
Adds rigor to expectation		
Page 2: [5] Comment [A25]	Author	
Adds rigor and adaptability for technology integration		
Page 2: [6] Comment [A27]	Author	8/3/2009 5:21:00 PM
BSG-Adds specificity and correlates to grade 2framework		

§113.5. Social Studies, Grade 3.

(a) Introduction.

(1) In Grade 3, students learn how **diverse** individuals have changed their communities and world. Students study the effects inspiring heroes have had on communities, past and present. Students learn about the lives of heroic men and women who made important choices, overcame obstacles, sacrificed for the betterment of others, and embarked on journeys that resulted in new ideas, new inventions, **new technologies**, and new communities. Students expand their knowledge through the identification and study of people who made a difference, influenced public policy and decision making, and participated in resolving issues that are important to all people. Throughout Grade 3, students develop an understanding of the economic, cultural, and scientific contributions made by individuals.

Comment [A1]: BSG&ER

Comment [A2]: With all of the technological changes in America, we need to learn how they impact communities locally and around the world

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies; folktales, myths, and legends; and poetry, songs, and artworks is encouraged. Selections may include the legend of Paul Bunyan. 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. 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. 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)~~ (3) 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 [A3]: This paragraph becomes "3" if we delete paragraphs 2 and 3.

(b) Celebrate Freedom Mandate

Comment [A4]: BSG-d to include Celebrate Freedom Week Mandate

The TAC Title 19, ch. 75 rule §74.33 (a) requires that each year social studies classes in grades 3-12 set aside a "Celebrate Freedom Week." The week in which September 17 falls is designated as Celebrate Freedom Week in public schools. 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. 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."

(c) 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 ~~over time~~ past and present;

Comment [A5]: BSG-Clarification of chosen words

(B) identify individuals such as Pierre-Charles L'Enfant, Benjamin Banneker and Benjamin Franklin who have helped to shape communities; and

Comment [A6]: BSG L'Enfant left the project unfinished and Banneker picked it up to finish the job. We add two men who greatly impacted the development of communities.

(C) describe how individuals such as Christopher Columbus, the founding fathers, and Juan de Oñate ~~Meriwether Lewis and William Clark~~, have contributed to the expansion of existing communities or to the creation of new communities.

Comment [A7]: BSG&ER

Comment [A8]: ER-It includes part of Texas in his Santa Fe Trail. Lewis and Clark are taught extensively in 5th grade.

(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, law, and material well-being; ~~and~~

Comment [A9]: We've added a third student expectation so this "and" is no longer needed

(B) ~~compare~~ identify ways in which people in the local community and communities around the world meet their needs for government, education, communication, transportation, and recreation; and

Comment [A10]: This is the first time this TEK S is taught and we needed to start with a lower level verb

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

Comment [A11]: BSG-Now that we have identified in 2.B, we will compare and take it to the next 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 [A12]: BSG&ER-It is more grade level appropriate to focus on past, present and future. Mythology and ancient times is not practical for 3rd graders.

(B) create and interpret timelines; and

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

Comment [A13]: BSG-“Apply” is a higher level verb than “describe”. Third graders are capable of applying the terms to describe historical times studied because it was introduced in 2nd grade.

(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) ~~compare~~ 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 [A14]: This is the first time this TEKS is introduced and must be identified before students can compare the environments.

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

Comment [A15]: BSG-This is to help clarify what should be taught. This will provide scaffolding for later learning in science.

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

Comment [A17]: BSG-This gives examples to help guide teachers in what physical processes look like.

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

Comment [A16]: ER-We separated this into another student expectation and defined it more clearly

Comment [A18]: BSG-Separated from previous students expectation and given more specifics for teachers to understand what human processes consist of.

(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 such as the ~~Amazon River, Himalayan Mountains,~~ mountains, rivers, oceans and Washington D.C. countries in relation to the local community on maps and globes;

Comment [A21]: BSG-The focus in grade 3 is community and world so we have added this clarification to the TEKS

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

Comment [A19]: Added student expectation

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

Comment [A20]: BSG-We do not have “selected” regions, so we changed the wording to “various.”

(D) ~~draw~~ create and interpret maps of places and regions that contain map elements including a title, compass rose, legend, scale, and grid system.

Comment [A22]: BSG-We have removed the specific references and added more general terms that can be connected to their local community

(6) Economics. The student understands the purposes of spending, saving and donating money. The student is expected to:

Comment [A23]: BSG-This change increases the level of the verb that is appropriate for third graders

(A) identify ways of earning, spending, saving and donating money; and

Comment [A24]: BSG-Added donating based on civic responsibility and financial literacy suggestions.

(B) ~~analyze~~ create a simple budget that allocates money for spending, saving and donating.

Comment [A25]: BSG-Added donating based on civic responsibility and financial literacy suggestions.

Comment [A27]: BSG-Added donating based on civic responsibility and financial literacy suggestions.

Comment [A26]: BSG-This is the first time third graders have had this expectation so we lowered the level some to make it more appropriate. This ties to the personal finance.

(7) Economics. The student understands the concept of ~~an~~ a free enterprise economic system. The student is expected to:

Comment [A28]: BSG-We are using the term from the Education Code

Comment [A29]: ER

(A) define and identify examples of scarcity and abundance;

(B) explain the impact of scarcity and abundance on the production, distribution, and consumption of goods and services; and

Comment [A30]: ER

~~(C) explain the impact of scarcity on interdependence within and among communities; and~~

Comment [A31]: BSG-We felt that the idea of interdependence is too high of a level for third graders. This will be taught in later grades.

~~(D)~~ (C) explain the concept of a free market as it relates to the U. S free enterprise (capitalistic, free market) system.

Comment [A32]: BSG&ER-To help students understand that the economic terms free enterprise, capitalism, and free market are synonymous terms for the U. S. economic system. These terms are introduced in grade 2.

(8) Economics. The student understands how businesses operate in the U.S. free enterprise economic system. The student is expected to:

(A) ~~give~~ identify examples of how a simple business operates;

Comment [A33]: BSG-This is a clearer verb for teachers to follow

(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 ~~historic figures individuals past and present, such as Mary Kay Ash, Wallace Amos, Henry Ford~~ and ~~ordinary people other entrepreneurs~~ in the community who have started new businesses.

Comment [A34]: The focus here is "people" past and present, not just "historic figures"

Comment [A35]: BSG&ER-These are diverse people who successfully started businesses that the children can relate to. "Ordinary" should not be used to describe people.

(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;

Comment [A36]: This includes local, state and national, not just local.

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

~~(B)~~ (B) identify local, state and national government officials and explain how they are chosen;

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

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

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

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

Comment [A40]: Focus on local, state and national governments

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

Comment [A41]: Moved to 10B

(10) Government. The student understands important ideas in historic 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 [A42]: BSG&ER-This is also part of the Celebrate Freedom Mandate.

~~(B) explain the importance of the consent of the governed to the functions of local government. Describe and explain the importance of “consent of the governed” as it relates to the functions of local government.~~

Comment [A43]: BSG-Students must describe this before they can explain it. We added the clarification of “local government”.

~~(10)~~ (11) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people individuals past and present. The student is expected to:

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

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

(B) identify historic figures and individuals such as ~~Jane Addams, Helen Keller, Dolores Huerta, and Clara Barton~~ Harriet Tubman who have exemplified good citizenship;

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

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

Comment [A46]: BSG&ER-In each of their time periods, these women exemplified characteristics of good citizenship. Harriett was moved to 13A.

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

Comment [A47]: BSG-Children need to know that they can make a difference individually. Order of C and D flows smoother in this order.

(E) apply good citizenship skills to promote public service.

Comment [A48]: BSG-Serving others in the community is an important aspect of good citizenship.

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

Comment [A49]: ER-Removal of the term “ordinary” and include Military service men and women.

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

Comment [A50]: This is a service learning component of the TEKS.

(B) identify examples of actions individuals and groups can take to improve the community; and

Comment [A51]: BSG-Added to reflect the terminology used in other grade levels.

(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 nations. The student is expected to:

Comment [A52]: BSG-The grade 3 focus is local community so this is just a clarifying statement.

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

Comment [A53]: We are not focusing on specific cultures, but various cultures based on their local demographics

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

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

~~(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:

Comment [A54]: Local community focus

Comment [A56]: Local community focus

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

Comment [A57]: BSG&ER- Third graders 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.

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

Comment [A59]: BSG&ER-Daniel Boone and Davy Crockett are taught in 4th grade. Tubman, Garcia and Beamer are all examples of heroes from different time periods and cultures. Garcia was suggested by one of the experts.

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

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

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

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

~~(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, Sandra Cisneros, and Phillis Wheatley;~~ and

Comment [A62]: We are not focusing 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.

(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, and Bill Martin.~~

Comment [A64]: We are not focusing 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.

~~(15)~~ (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 such as ~~Louis Daguerre, Cyrus McCormick, Steve Jobs, Margaret Knight, and Louis Pasteur, and Jonas Salk~~ who have created or invented new technology; and

Comment [A66]: BSG&ER-We've chosen diverse individuals from past and present who have created or invented new technology.

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

Comment [A67]: BSG-We have added computers to connect to the previous student expectation and the 21st century.

~~(16)~~ (17) 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) obtain information, including historical, ~~current events~~, and geographic data about the ~~local community and world~~, using a variety of print, oral, visual, and ~~computer sources internet resources~~;

Comment [A68]: BSG-K-12 discussed the need to include current events and this is where it fits in to third grade the best.

(B) sequence and categorize information;

Comment [A70]: BSG-Changed to make it more current technology

(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 [A69]: Focus on local community and world as stated in the introductory paragraph

Comment [A71]: BSG-Grade 2 introduces fact and opinion, so we want students to distinguish between the two.

(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 [A72]: 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.~~

Comment [A73]: Addressed in other grade levels and not needed here.

~~(17)~~ (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 [A74]: 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 centuries. Students conduct a thorough study of regions in Texas and ~~the Western Hemisphere~~ North America that result from human activity and from physical features. A focus on 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 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 missions. Students explain how Native Americans 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.

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

Comment [A2]: Mexican government was not colonial.

(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 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.

Comment [A3]: BSG-This encourages the use of founding documents.

Comment [A4]: This speaks to methodology instead of content. Biographies are encouraged in the previous sentence.

(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. 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).

(b) Instructions for “Celebrate Freedom Week”

The TAC Title 19, ch. 75 rule §74.33 (a) requires that each year social studies classes in grades 3-12 set aside a “Celebrate Freedom Week.” The week in which September 17 falls is designated as Celebrate Freedom Week in public schools. 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. 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 [A5]: BSG-Added to include Celebrate Freedom Week Mandate.

(b) (c) Knowledge and skills.

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

Comment [A6]: Grade 4 will now be the only grade to include a focus on Native-American history.

(A) Explain the possible origins of Native-American groups in Texas and North America;

Comment [A7]: See above comment.

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

Comment [A8]: This was separated out for emphasis.

(C) describe the regions in which Native-Americans lived; and

(B) (D) compare the ways of life of Native-American 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 for European exploration and settlement of Texas; and the Western Hemisphere;

Comment [A9]: 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 [A10]: Brings the verbs to the beginning of the expectation.

Comment [A11]: These will now be required.

(C) explain when, where, and why the Spanish established Catholic missions in Texas;

Comment [A12]: ER

(D) 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 [A13]: Brings the verbs to the beginning of the expectation.

(E) identify the impact of Mexico's independence from Spain on the events in Texas such as colonization and the Texas Revolution.

Comment [A14]: "Events" was too vague.

(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 [A15]: Causes and effects is 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 participants of the Texas Revolution such as William B. Travis, James Bowie, David Crockett, Juan N. Seguín, Susanna Dickinson, James Fannin, E. Deaf Smith, George Childress, and Antonio López de Santa Anna;

Comment [A16]: ER

(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 [A17]: 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 Native-Americans and the Texas Rangers; and

Comment [A18]: 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 Mexican War; ~~and~~

Comment [A19]: ER

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

Comment [A20]: Combined into one expectation.

(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 [A22]: Separating out cattle and oil industries.

Comment [A21]: Identify some of the important people of this trademark industry.

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

(D) explain the growth, development and impact of the oil and gas industry including important places and people such as Spindletop and Patillo Higgins; and

Comment [A23]: Separating out cattle and oil industries. Adding examples.

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

Comment [A24]: 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, World War II, and the growth of aerospace and other technology industries; and

Comment [A25]: BSG-Adds specificity to this vague TEKS.

(B) identify the accomplishments of notable individuals such as Henry Cisneros, Miriam A. Ferguson, Scott Joplin, Oveta Culp Hobby, Audie Murphy, Cleto Rodríguez, Alvin Ailey, Ross Perot and other local notable individuals. ~~and John Tower.~~

Comment [A26]: These were deleted for questionable character 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 the distribution of population and natural resources ~~raw data~~ to graphs and maps.

Comment [A27]: BSG-To give examples of geographic data.

(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 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 [A29]: BSG-Clarifies the expectations.

Comment [A28]: 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 [A30]: BSG-Identifies the type of regions to compare.

Comment [A31]: 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;

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

Comment [A32]: Combines these 2 expectations and provides examples.

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

Comment [A33]: 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 [A34]: 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 shelter, roads, bridges, and dams;

Comment [A35]: 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 [A36]: 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 [A37]: 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 [A38]: BSG-Clarification.

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

Comment [A39]: BSG-It adds clarification and adds the economic terms needs and wants. 4th grade will now be the only grade to include a focus on Native-Americans.

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

Comment [A40]: 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 [A41]: BSG-Adds clarification.

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

Comment [A42]: BSG-Limits the scope of study to Texas only.

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

Comment [A43]: BSG-Adds clarification with an important colonizing group.

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

Comment [A44]: 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 (12)

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

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

Comment [A45]: BSG-Continues use of terms used in earlier and later grades.

Comment [A46]: The free enterprise system works the same all over the US.

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

Comment [A47]: 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 providing goods and services;

Comment [A48]: Adds economic terms introduced in earlier grades and used in later grades.

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

Comment [A49]: BSG-Adds an example.

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

Comment [A50]: BSG

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

Comment [A51]: This skill is too advanced for grade 4.

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

~~(E)~~ (E) 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 [A52]: 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 groups such as Caddo and Comanche governed themselves; and

Comment [A53]: 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 [A54]: ER-Adds a verb for further study. The Mexican government was not colonial. ER

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

Comment [A55]: 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 others such as the Treaty of Velasco, the Meusebach-Comanche Treaty; ~~and~~

Comment [A56]: ER

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

Comment [A57]: 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 [A58]: 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 [A59]: BSG-"Various" is less confusing than selected.

Comment [A60]: BSG-Adds clarification to the six flags. Adds a Texas landmark as well as allows for local choice among missions.

(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.

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

Comment [A61]: Encourages participation more than the word voluntary.

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

Comment [A62]: BSG-Adds active participation examples.

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

Comment [A63]: BSG-Adds examples.

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

Comment [A64]: Allows us to include modern as well as historical figures.

Comment [A65]: ER-Expands the example list to modern times and allows for local choice.

(D) 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 governments, including the governor, ~~selected local~~ members of the Texas Legislature, ~~the local mayor,~~ and Texans who have been President of the United States, ~~and their political parties;~~ and

Comment [A67]: Political parties are not covered in grade 4.

Comment [A66]: Additions allow for knowing local representatives.

(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 [A68]: "Within" and "among" are redundant.

Comment [A69]: BSG-Various is less confusing than selected.

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

Comment [A71]: BSG-Adds examples of local celebrations.

Comment [A70]: Allows for celebrations not tied to a culture group.

(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 Patillo Higgins and their contributions;~~

Comment [A72]: Moved Higgins to 4(D) and added 2 scientists.

(B) describe how scientific discoveries and technological innovations have benefited individuals, businesses, and society in Texas; and

(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 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 [A73]: 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 or current event;

Comment [A74]: ER

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

Comment [A75]: BSG-Not grade level appropriate.

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

Comment [A76]: Redundant with 4(22)(C).

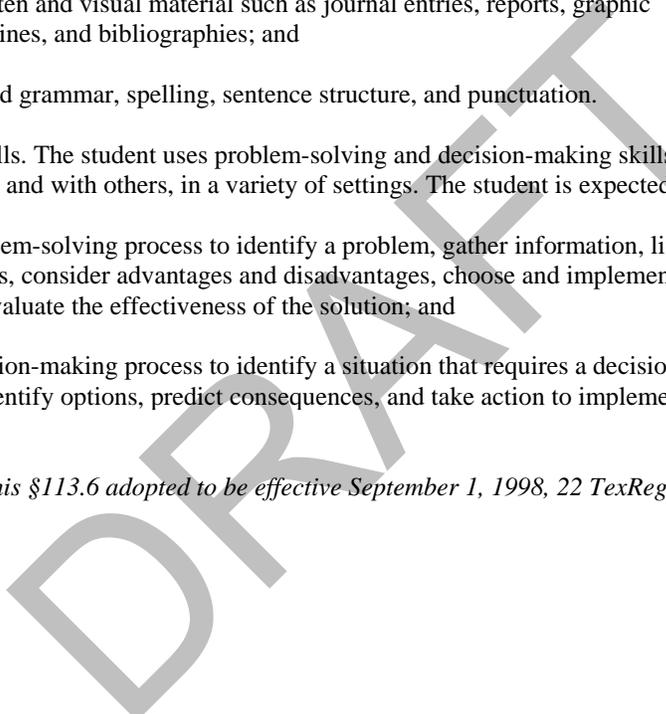
(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (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 (capitalistic, 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 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 sequencing, categorizing, and summarizing information and drawing inferences and conclusions.

Comment [A1]: ER-Introduction. “Capitalistic, free market” was added to help students understand that the economic terms are synonymous with free enterprise in the U.S. economic system. Two of the social studies expert reviewers recommended that capitalism be included in the text.

Comment [A2]: ER- Introduction

Comment [A3]: BSG-Introduction. This sentence was moved so that all government concepts were grouped together.

Comment [A4]: BSG-Introduction: This sentence was moved up to group the government concepts together.

(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.

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

(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)~~ (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. 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 (capitalistic, free

Comment [A6]: ER-Introduction. “Capitalistic, free market” was added to help students understand that the economic terms are synonymous with free enterprise in the U.S. economic system. Two of the social studies expert reviewers recommended that capitalism be included in the text.

market) system, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code, §28.002(h).

(b) Instruction During 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.

Recitation during Celebrate Freedom Week

(1) 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)~~ (c) Knowledge and skills.

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

(A) explain when, where, and why groups of people explored colonized and settled in the United States; 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.

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

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

Comment [A7]: BSG-5.1A
Committee felt this phrase added specificity to the starting date of this time period. This also addresses Spanish colonization efforts.

Comment [A8]: BSG-5.1A
Committee moved this from the original 5.10A to consolidate these overlapping discussions.

Comment [A9]: MV-5.1B
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 [A10]: BSG-5.1B
Committee felt this added specificity.

Comment [A11]: BSG-5.2B
This switches (A) and (B) in this section and puts them in a more logical order.

Comment [A12]: ER-5.2B
This is a more technical term to describe these early leaders and also introduces the term before grade 8.

Comment [A13]: BSG&ER-5.2B
Ben Franklin was moved from the original 5.19C to 5.2B 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.

~~(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; and

Comment [A14]: BSG-5.2A/B Committee suggested switching (A) and (B) in this section to place them in a more logical order.

Comment [A15]: BSG-5.2A This adds specificity.

Comment [A16]: BSG-5.2A Committee felt that this is a significant event that provided an additional example.

(C) summarize the results of the American Revolution, including the establishment of the United States ~~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:

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

Comment [A17]: BSG-5.3B Switching the order of A and B allows for a more logical sequence.

~~(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

Comment [A19]: 5.3A Committee felt this was an important issue to include when discussing the creation of the U.S. Constitution.

(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;

Comment [A18]: BSG&ER-5.3A "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".

~~(A)~~ (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;

Comment [A20]: 5.4A Committee felt this was an important event in the 19th century that should be included.

~~(B)~~ (C) identify reasons people moved west;

Comment [A21]: BSG-5.4B Committee felt this cleared up some confusion in the wording, but doesn't change the meaning.

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

Comment [A22]: 5.4B Committee felt this was unnecessary wording.

~~(D)~~ (E) describe identify 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;

Comment [A23]: BSG-5.4D Committee felt this was clearer wording that helped lead into the examples that follow.

Comment [A24]: BSG-5.4D Committee felt adding these examples increases specificity and are important concepts that are already being taught by 5th grade teachers.

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

Comment [A25]: BSG-5.4E Identify is a more specific word.

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

Comment [A26]: BSG-5.4E Committee felt this provides examples of important causes and effects.

(G) identify the challenges, opportunities, and contributions of people from ~~selected~~ various Native-American and immigrant groups.

Comment [A27]: BSG-5.4G "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, Cesar Chavez, ~~Colin Powell~~, and Franklin D. Roosevelt, and ~~Ronald Reagan~~ 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; and

(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.

(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 [A29]: 5.5A These are just two other important topics.

Comment [A28]: BSG-5.5A This puts the list in somewhat of a chronological order.

Comment [A30]: MV-5.5B Updating to address the 21st century. One committee member felt that the election of Barack Obama 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 [A31]: MV-5.5C 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 [A32]: 5.5C Susan B. Anthony is perceived by the committee as a better choice than Carrie Chapman Catt in the issue of women’s rights.

Comment [A33]: BSG-5.5C 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 [A34]: 5.5C Committee felt Reagan was a political leader who had influence worldwide.

Comment [A35]: 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 [A36]: BSG-5.8B 5This was done because B and D were redundant.

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

Comment [A37]: BSG-5.8C Committee felt this was needed for clarity.

~~(C)~~ (C) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present.

(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 [A38]: BSG-5.9A 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~~

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

Comment [A39]: BSG-5.9B 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 [A40]: BSG-5.10A This is covered in grade 4.

~~(B)~~ (A) explain the economic patterns of early European colonists.

Comment [A41]: 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 [A42]: BSG-5.10A This got 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 [A43]: BSG-5.10B This aligns with (10) better. This was originally 5.11B.

~~(12)~~ (11) Economics. The student understands the development characteristics and benefits of the free enterprise (capitalistic, free market) system in the United States. The student is expected to:

Comment [A44]: BSG-5.11 This better aligns with the essential knowledge and skills statement.

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

Comment [A45]: ER-5.11AB and 5.12 “Capitalistic, free market” was added to help students understand that the economic terms are synonymous with free enterprise in the U.S. economic system. Two of the social studies expert reviewers recommended that capitalism be included in the text.

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

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

~~(13)~~ (12) Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise (capitalistic, 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.

~~(14)~~ (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~~

~~(E)~~ (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;

(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:

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

Comment [A46]: BSG-5.13E This is the old 24C under Science and Technology, which specifically lists transportation and communication so it doesn't need to be repeated here.

Comment [A47]: BSG-5.14A Committee wanted to provide specific examples.

Comment [A48]: BSG&ER-5.15 This 5.15 addresses the requirements of Celebrate Freedom Week.

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

Comment [A49]: BSG-5.15B Moved from 5.21A to align with eighth grade curriculum

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

Comment [A50]: BSG-5.15C was moved from 5.21A to align with eighth grade 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 ~~customs, symbols, 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 [A51]: BSG-5.17A 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; and

(D) describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, and Veterans Day. ~~Columbus Day.~~

Comment [A52]: BSG-5.17D 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 [A53]: BSG-5.17E Committee divided 17A into symbols and 17E 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;

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

Comment [A54]: 5.18B 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 [A55]: ER-5.18C 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 [A56]: ER-5.19 Expert reviewers suggested this term.

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

Comment [A57]: 5.19A ER-This section 20 (A) was added to align with the 8th grade TEKS

~~(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

~~(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 [A58]: 5.20A This was moved to 5.15C.

~~(B)~~ (A) describe important individual rights including freedom of religion, speech, and press and the right to assemble and petition the government;

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

~~(D)~~ (C) ~~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

Comment [A59]: BSG-5.21A Committee feels these are good examples that are appropriate for grade 5.

(B) explain how examples of art, music, and literature reflect the times during which they were created.

~~(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

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

Comment [A60]: 5.22 .A “Selected” is an awkward term to use when a list is not provided.

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

Comment [A61]: 5.22B Committee felt “celebrations” was redundant to 5.17.

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

Comment [A62]: 5.22. B “Selected” is an awkward term to use when a list is not provided.

Comment [A63]: 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~~ notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, and the Wright Brothers. ~~famous inventors and scientists such as Neil Armstrong, John J. Audubon, Benjamin Banneker, Clarence Birdseye, George Washington Carver, Thomas Edison, and Carl Sagan;~~

Comment [A64]: ER&MV-5.23A 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 Werner Von Braun as an alternate scientist for inclusion but the committee did not vote for inclusion of this individual.

(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;

(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 [A65]: BSG-5.23D 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 life 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.~~

Comment [A66]: BSG-5.24E Deleted by committee because it is not grade-level appropriate.

Comment [A67]: BSG-5.24F Committee felt this was not needed at grade 5.

~~(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:

- (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.