What Are The Texas Essential Knowledge and Skills (TEKS)?

Deconstructing the TEKS

SAISD Social Studies Department
406 Barrera Street • San Antonio, Texas • 78210
Two Faces of the TEKS

Knowledge

Concepts & Facts

Skills

Behaviors & Procedures

Providing Knowledge Without Building the Skills = Confusion
What Are The Texas Essential Knowledge and Skills (TEKS)?

What Am I Looking At?

When you look at the TEKS, they seem complicated at first. However, when you first look at anything new, you tend to look at different pieces before understanding the big picture. For example, when you are shown a picture, most will look at the different details before determining whether or not you like the picture as a whole. Understanding the TEKS and what you need to know by the end of the year is like the same thing.

What Are The Parts Of The TEKS?

Whether you are in science, social studies, math, language arts, band, or physical education, there are TEKS that outline what is to be taught. No matter which subject area, all TEKS have four basic parts.

Part 1: The Strand

The strand is a group of TEKS that have a common theme or concept that they share. In social studies, there are eight different strands that the TEKS are classified by:

1. History - The people, places, and events
2. Geography - How people affect the planet, how people affect people, and how the planet affects people
3. Economics - How people/governments create/lose wealth
4. Government - How different types of governments are created, how they operate, and how they change over time
5. Citizenship - How people in different societies participate in government
6. Culture - How different societies live and interact with other societies
7. Science, Technology and Society - How advancements in technology, science, and medicine affect societies
8. Social Studies Skills - How to develop research, reading, thinking, writing, and communication skills

Part 2: The Knowledge Statement

The knowledge statement is always the sentence that follows a number in the TEKS. The knowledge statement gives you the big idea or concept that has to be understood.

Part 3: The Student Expectation

The student expectation is the part of the TEKS that always follow a letter in the TEKS. The student expectation tells you exactly what you need to know as it relates to the knowledge statement.

More importantly, student expectations are not just lists of stuff you have to memorize and repeat back. They tell you how much you have to understand something and how you are going to show how well you know it.
What Are The Texas Essential Knowledge and Skills (TEKS)?

So What Do I Do?

The important thing to remember when looking at the TEKS is understanding exactly what you need to know and how you can explain it back to someone else. Before going any further, let's take some time to break down a few of the TEKS for U.S. History for practice.

So, in our example above, the student expectations (A-D) belong in the HISTORY strand. Therefore, we know that the student expectations have to do with people, places, and events from the past. Also, we read the stem and we then find out that the student expectations (A-D) have something to do with the political, economic, and social changes in the United States during the years 1877-1898. Finally, we read the student expectations to find out what specific things we need to find out about and at what level do we need to understand them.
What Are The Texas Essential Knowledge and Skills (TEKS)?

(3) History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:

(A) analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism;

(B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business;

(C) analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists; and

(D) describe the optimism of the many immigrants who sought a better life in America.

To take a deeper look, let’s take one student expectation and make a sentence out of it:

(3) (A) The student is expected to analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism.

Now, break down the sentence into pieces:

- Students are expected to analyze the political issue of Indian Policies.
- Students are expected to analyze the political issue of the growth of political machines.
- Students are expected to analyze the political issue of civil service reform.
- Students are expected to analyze the political issue of the beginnings of Populism.

Keep in mind that the four items listed above are things that were going on from 1877-1898. (We know this from the Stem portion)

Notice that the word analyze is underlined in each of the sentences above. Another important feature of the student expectations is the verb. All student expectations have verbs and the state uses different verbs throughout the TEKS. The verbs are clues to how much you know about a certain topic.

Sometimes, the state expects you to identify (recall) something. Other times, the state wants you to analyze (examine what something means and understand why something is important) people, places, and events. Therefore, it is important to look at the entire sentence to find out not only the what you need to know but also the skills you need to show.
What Are The Texas Essential Knowledge and Skills (TEKS)?

Returning to Breaking It Down

Now we have examined one single student expectation, lets go back to it one more time to string together what we need to do.

The student is expected to analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism.

Now that we have defined what we have to know, we have to investigate political issues during the years between 1877 and 1898 and:

- Define political machines, Indian policies, growth of political machines, civil service reform, and the beginnings of Populism.
- Explain how political machines, Indian policies, growth of political machines, civil service reform, and the beginnings of Populism were political issues during 1877 through 1898.
- Analyze how political machines, Indian policies, growth of political machines, civil service reform, and the beginnings of Populism affected people and events politically during 1877 through 1898.

We have just examined one student expectation out of the 130 student expectations in U.S. History Since 1877.

Putting All The Pieces Together:

If you examine the chart on Page 10, you will see the people, places, events and concepts that are covered in your TEKS. It seems overwhelming in the beginning to look at all of the student expectations and trying to figure out how all of this information will stay in your memory. However, when examining the student expectations, you will begin to notice patterns of how things are connected together!
What Are The Texas Essential Knowledge and Skills (TEKS)?

The TEKS is not only about people, places, and events from the past. The TEKS are also about developing your skills to think as a historian, economist, geographer, and political scientist. The Social Studies Skills are a series of student expectations that are listed at the end of every subject and grade level since Kindergarten. The reason they exist is because we want you to develop and use your critical-thinking skills. You should also be able to use a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.

Basically, the state and your teachers want you to become a researcher and reporter of the past and present. The way to accomplish this is to use a variety of rich primary and secondary source material such as biographies, autobiographies, landmark cases of the U.S. Supreme Court, novels, speeches, letters, diaries, poetry, songs, and artworks during the year.

When it comes to assessing your skills on STAAR, in the 8th and 11th grades, it is expected that you can analyze a visual and draw a historical conclusion based on that visual. Look at the examples below to find out how visuals can make a question more difficult:

Example 1

President Franklin D. Roosevelt's goal concerning the Supreme Court was to
A) increase ethnic and racial diversity
B) insure support for New Deal legislation
C) appoint justices who would use a strict interpretation of the Constitution
D) strengthen judicial independence

Example 2

According to the opinion of the cartoonist -
A) President Roosevelt was looking to increase his power over the Supreme Court.
B) the Supreme Court at that time needed to go along with the New Deal policies.
C) the Supreme Court was not following the Constitution.
D) President Roosevelt was agreeing with the justices of the Supreme Court.

Source: Edward S. Brown, New York Herald Tribune, February 12, 1937 (adapted)
What Are The Texas Essential Knowledge and Skills (TEKS)?

The chart below and on the next page show you the verbs used in the TEKS for social studies. When you are looking at a student expectation and are not sure how much of something you need to know, refer to this list.

<table>
<thead>
<tr>
<th>Word</th>
<th>Dictionary Definition(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquire</td>
<td>to gain for oneself through one's actions or efforts: to acquire learning.</td>
</tr>
<tr>
<td>Analyze</td>
<td>to examine carefully and in detail so as to identify causes, key factors, possible results, etc.</td>
</tr>
<tr>
<td>Aspect</td>
<td>part or a piece</td>
</tr>
<tr>
<td>Bias</td>
<td>prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.</td>
</tr>
<tr>
<td>Categorizing</td>
<td>to arrange in categories or classes; classify</td>
</tr>
<tr>
<td>Cause and Effect</td>
<td>to understand why events happen and what happens because of events</td>
</tr>
<tr>
<td>Comparing and Contrasting and Effect</td>
<td>to examine (two or more objects, ideas, people, etc.) in order to note similarities and differences</td>
</tr>
<tr>
<td>Consequences</td>
<td>a result or effect of an action or condition</td>
</tr>
<tr>
<td>Corroboration</td>
<td>evidence that confirms or supports a statement, theory, or finding; confirmation</td>
</tr>
<tr>
<td>Decision-Making</td>
<td>the process of examining a situation, weighing the options, and making a choice</td>
</tr>
<tr>
<td>Drawing Conclusions</td>
<td>to frame or formulate a conclusion based on information presented to examine the evidence and come to a final idea/picture</td>
</tr>
<tr>
<td>Drawing Inferences</td>
<td>to examine evidence carefully and then judge or draw a conclusion based on the evidence</td>
</tr>
<tr>
<td>Frame of Reference</td>
<td>making judgements in relation to personal ideals or values</td>
</tr>
<tr>
<td>Geographic Distributions</td>
<td>how things are distributed over space (especially over the surface of the Earth)</td>
</tr>
<tr>
<td>Geographic Patterns</td>
<td>a repetition in distributions over space (especially over the surface of the Earth)</td>
</tr>
<tr>
<td>Historical Context</td>
<td>the political, social, cultural, and economic environment related to historical moments, events, and trends</td>
</tr>
<tr>
<td>Historiography</td>
<td>the study of historical writing</td>
</tr>
<tr>
<td>Identify</td>
<td>to recognize or establish as being a particular person or thing</td>
</tr>
<tr>
<td>Implement</td>
<td>to put into action or to include as part of an action</td>
</tr>
<tr>
<td>Inquiry</td>
<td>the act of asking for information</td>
</tr>
<tr>
<td>Interpret</td>
<td>explain the meaning of</td>
</tr>
<tr>
<td>Main Idea</td>
<td>what something is about</td>
</tr>
<tr>
<td>Making Generalizations</td>
<td>to make broad statements based on either facts or presented evidence</td>
</tr>
</tbody>
</table>
What Are The Texas Essential Knowledge and Skills (TEKS)?

<table>
<thead>
<tr>
<th>Word</th>
<th>Dictionary Definition(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point of View</td>
<td>a particular attitude or way of considering a matter</td>
</tr>
<tr>
<td>Predict</td>
<td>to make statements about future events based on patterns or presented evidence</td>
</tr>
<tr>
<td>Primary Source</td>
<td>an artifact, a document, a recording, or other source of information that was created at the time under study. It serves as an original source of information about the topic.</td>
</tr>
<tr>
<td>Problem-Solving</td>
<td>the process of finding solutions to difficult or complex issues</td>
</tr>
<tr>
<td>Secondary Source</td>
<td>any source about an event, period, or issue in history that was produced after that event, period or issue has passed.</td>
</tr>
<tr>
<td>Sequencing</td>
<td>to place things in chronological order</td>
</tr>
<tr>
<td>Statistical</td>
<td>practice of collecting and analyzing numerical data in large quantities</td>
</tr>
<tr>
<td>Summarizing</td>
<td>give a brief statement of the main points</td>
</tr>
<tr>
<td>Terminology</td>
<td>the body of words used with a particular subject of study (language of the profession)</td>
</tr>
<tr>
<td>Thematic Map</td>
<td>type of map or chart especially designed to show a particular theme connected with a specific geographic area</td>
</tr>
<tr>
<td>Validity</td>
<td>to be factually sound</td>
</tr>
</tbody>
</table>

# Deconstructing What We Teach (TEKS)

<table>
<thead>
<tr>
<th></th>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Provides key contextual information and brief overview of the essential knowledge &amp; skills for a grade or course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Strands - For Social Studies, there are 8 strands. Organizers for the knowledge and skills statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2</strong></td>
<td>Knowledge and Skills (Stem) Concepts and skills to be learned</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Student Expectation Demonstration of the concepts and skills learned</th>
</tr>
</thead>
</table>
Deconstructing What We Teach (TEKS)

§113.41. United States History Studies Since 1877 (One Credit), Beginning with School Year 2011-2012.

(a) General requirements. Students shall be awarded one unit of credit for successful completion of this course.

(b) Introduction.

(1) In United States History Studies Since 1877, which is the second part of a two-year study that begins in Grade 8, students study the history of the United States from 1877 to the present. The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.

(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 biographies, autobiographies, landmark cases of the U.S. Supreme Court, novels, speeches, letters, diaries, poetry, songs, and artworks is encouraged. Motivating resources are 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 social studies skills strand in subsection (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. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.

(5) 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 (TEC), §28.002(h).

(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §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 U.S. 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 U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, 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."

(1) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

(27) Science, technology, and society. The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. The student is expected to:

(A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States.
### Straightforward

History. The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. The student is expected to discuss the historical significance of the 2008 presidential election.

<table>
<thead>
<tr>
<th>2</th>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. The student is expected to</td>
</tr>
<tr>
<td>4</td>
<td>discuss the historical significance of the 2008 presidential election</td>
</tr>
</tbody>
</table>

- The student is expected to discuss the **historical significance** of the 2008 *presidential election*.
Multiple People - Places - Events

History. The student understands the impact of the American civil rights movement. The student is expected to identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan.

- The student is expected to identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr.
- The student is expected to identify the roles of significant leaders who supported various rights movements, including Cesar Chavez.
- The student is expected to identify the roles of significant leaders who supported various rights movements, including Rosa Parks.
- The student is expected to identify the roles of significant leaders who supported various rights movements, including Hector P. Garcia.
- The student is expected to identify the roles of significant leaders who supported various rights movements, including Betty Friedan.
“Direct Object”

Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States.

<table>
<thead>
<tr>
<th>2</th>
<th>Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States.</td>
</tr>
</tbody>
</table>

- The student is expected to **describe** the **economic effects** of international military conflicts, including the *Spanish American War*, on the United States.
- The student is expected to **describe** the **economic effects** of international military conflicts, including *World War I*, on the United States.
“Good and Bad”

Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to describe both the positive and negative impacts of significant examples of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society.

- The student is expected to describe the positive impact of significant examples of cultural movements in art, music, and literature such as Tin Pan Alley on American society.
- The student is expected to describe the negative impact of significant examples of cultural movements in art, music, and literature such as Tin Pan Alley on American society.
- The student is expected to describe the positive impact of significant examples of cultural movements in art, music, and literature such as the Harlem Renaissance on American society.
- The student is expected to describe the negative impact of significant examples of cultural movements in art, music, and literature such as the Harlem Renaissance on American society.
- The student is expected to describe the positive impact of significant examples of cultural movements in art, music, and literature such as the Beat Generation on American society.
- The student is expected to describe the negative impact of significant examples of cultural movements in art, music, and literature such as the Beat Generation on American society.
- The student is expected to describe the positive impact of significant examples of cultural movements in art, music, and literature such as rock and roll on American society.
- The student is expected to describe the negative impact of significant examples of cultural movements in art, music, and literature such as rock and roll on American society.
- The student is expected to describe the positive impact of significant examples of cultural movements in art, music, and literature such as the Chicano Mural Movement on American society.
- The student is expected to describe the negative impact of significant examples of cultural movements in art, music, and literature such as the Chicano Mural Movement on American society.
- The student is expected to describe the positive impact of significant examples of cultural movements in art, music, and literature such as country and western music on American society.
- The student is expected to describe the negative impact of significant examples of cultural movements in art, music, and literature such as country and western music on American society.
Multiple Examinations / Big Picture

Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt

<table>
<thead>
<tr>
<th></th>
<th>Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The student understands the causes and effects of migration and immigration on American society. The student is expected to</td>
</tr>
<tr>
<td>3</td>
<td>analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt</td>
</tr>
</tbody>
</table>

- The student is expected to **analyze the causes** of changing demographic patterns resulting from migration within the United States, including **western expansion**.
- The student is expected to **analyze the effects** of changing demographic patterns resulting from migration within the United States, including **western expansion**.
- The student is expected to **analyze the causes** of changing demographic patterns resulting from migration within the United States, including **rural to urban**.
- The student is expected to **analyze the effects** of changing demographic patterns resulting from migration within the United States, including **rural to urban**.
- The student is expected to **analyze the causes** of changing demographic patterns resulting from migration within the United States, including **the Great Migration**.
- The student is expected to **analyze the effects** of changing demographic patterns resulting from migration within the United States, including **the Great Migration**.
- The student is expected to **analyze the causes** of changing demographic patterns resulting from migration within the United States, including **the Rust Belt to the Sun Belt**.
- The student is expected to **analyze the effects** of changing demographic patterns resulting from migration within the United States, including **the Rust Belt to the Sun Belt**.
Multiple Tasks

Geography. The student understands the impact of geographic factors on major events. The student is expected to identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.

- The student is expected to identify reasons for changes in political boundaries such as those resulting from international conflicts.
- The student is expected to explain reasons for changes in political boundaries such as those resulting from international conflicts.
- The student is expected to identify reasons for changes in political boundaries such as those resulting from statehood.
- The student is expected to explain reasons for changes in political boundaries such as those resulting from statehood.
When Identify is More Than Identify...

Content Student Expectation

The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to:

(A) identify reasons for U.S. involvement in World War II, including Italian, German, and Japanese dictatorships and their aggression, especially the attack on Pearl Harbor

Processing or Skills Student Expectation

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

(A) use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions

Thinking and processing at a different level!