Using the Social Studies TEKS to Develop Enduring Understandings

Kindergarten:

Enduring Understanding:

Places have both physical and human characteristics.

Social Studies TEKS:

(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 the human characteristics of places such as types of houses and ways of earning a living.

Enduring Understanding:

Rules provide order, security, and safety both at home and at school.

Social Studies TEKS:

(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.
Grade 1

Enduring Understanding:

People make choices because they cannot have all the goods and services they want.

Social Studies TEKS:

(8) Economics. The student understands the condition of not being able to have all the goods and services one wants.

The student is expected to:

(A) identify examples of people wanting more than they can have;

(B) explain why wanting more than they can have requires that people make choices; and

(C) identify examples of choices families make when buying goods and services.

Enduring Understanding:

Technology has changed the ways in which people live and work.

Social Studies TEKS:

(16) Science, technology, and society. The student understands how technology has affected daily life, past and present.

The student is expected to:

(A) describe how household tools and appliances have changed the ways families live;

(B) describe how technology has changed communication, transportation, and recreation; and

(C) describe how technology has changed the way people work.
Grade 2

Enduring Understanding:

A variety of sources can provide information about the past.

Social Studies TEKS:

(3) History. The student understands how various sources provide information about the past.

The student is expected to:

(A) name several sources of information about a given period or event; and

(B) compare various interpretations of the same time period using evidence such as photographs and interviews.

Enduring Understanding:

Human beings depend on and modify the physical environment.

Social Studies TEKS:

(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 natural resources to meet basic needs; and

(B) identify ways in which people have modified the physical environment such as building roads, clearing land for urban development, and mining coal.
Grade 3

Enduring Understanding:

Although people around the world have formed communities for similar reasons, communities in different places meet their needs in different ways.

Social Studies TEKS:

(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

(B) compare ways in which people in the local community and communities around the world meet their needs for government, education, communication, transportation, and recreation, over time and in the present.

Enduring Understanding:

Governments are organized to provide for services (highways, parks, garbage-pickup) which people find difficult to provide for themselves.

Social Studies TEKS:

(9) Government. The student understands the basic structure and functions of local government.

The student is expected to:

(A) describe the basic structure of government in the local community; and

(B) identify services commonly provided by local governments.
Grade 4

Enduring Understanding:

Major events have both causes and effects.

Social Studies TEKS:

3) History. The student understands the causes and effects of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States.

   The student is expected to:

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

Enduring Understanding:

People adapt to and modify their environment.

Social Studies TEKS:

(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; and

   (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.
Grade 5

Enduring Understanding:

The United States is composed of a variety of regions.

Social Studies TEKS:

(7) Geography. The student understands the concept of regions.

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.

Enduring Understanding:

Geographic factors have influenced the location of economic activities in the United States.

Social Studies TEKS:

(14) Economics. The student understands patterns of work and economic activities in the United States.

The student is expected to:

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

(B) identify and explain how geographic factors have influenced the location of economic activities in the United States.
Grade 6

Enduring Understanding:

The present is influenced by the past.

Social Studies TEKS:

(1) History. The student understands that historical events influence contemporary events.

The student is expected to:

(A) describe characteristics of selected contemporary societies such as Bosnia and Northern Ireland that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and

(B) analyze the historical background of selected contemporary societies to evaluate relationships between past conflicts and current conditions.

Enduring Understanding:

Certain institutions are basic to all societies, but characteristics of these institutions may vary from one society to another.

Social Studies TEKS:

(16) Culture. The student understands that certain institutions are basic to all societies, but characteristics of these institutions may vary from one society to another.

The student is expected to:

(A) identify institutions basic to all societies, including government, economic, educational, and religious institutions; and

(B) compare characteristics of institutions in selected contemporary societies.
Grade 7

Enduring Understanding:

Scientific discoveries and technological innovations have had an important impact on the political, economic, and social development of Texas.

Social Studies TEKS:

(20) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas.

The student is expected to:

(A) compare types and uses of technology, past and present;

(B) identify Texas leaders in science and technology such as Roy Bedichek, Walter Cunningham, Michael DeBakey, and C.M. "Dad" Joiner;

(C) analyze the effects of scientific discoveries and technological innovations, such as barbed wire, the windmill, and oil, gas, and aerospace industries, on the developments of Texas;

(D) evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land;

(E) analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world; and

(F) make predictions about economic, social, and environmental consequences that may result from future scientific discoveries and technological innovations.
(Grade 7 Continued)

Enduring Understanding:

The economy of Texas is interdependent with that of the United States and that of other nations of the world.

Social Studies TEKS:

(13) Economics. The student understands the interdependence of the Texas economy with the United States and the world.

The student is expected to:

(A) analyze the impact of national and international markets and events on the production of goods and services in Texas;

(B) analyze the impact of economic phenomena within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Texas; and

(C) analyze the impact of significant industries in Texas such as oil and gas, aerospace, and medical technology on local, national, and international markets.

Grade 8

Enduring Understanding:

Several important reasons contributed to the growth of representative government in the United States.

Social Studies TEKS:

(3) History. The student understands the foundations of representative government in the United States.

The student is expected to:

(A) explain the reasons for the growth of representative government and institutions during
(Grade 8 Continued)

the colonial period;

(B) evaluate the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government; and

(C) describe how religion contributed to the growth of representative government in the American colonies.

Enduring Understanding:

Citizens of the United States have both rights and responsibilities.

Social Studies TEKS:

(20) Citizenship. The student understands the rights and responsibilities of citizens of the United States.

The student is expected to:

(A) define and give examples of unalienable rights;

(B) summarize rights guaranteed in the Bill of Rights;

(C) explain the importance of personal responsibilities such as accepting responsibility for one's behavior and supporting one's family;

(D) identify examples of responsible citizenship, including obeying rules and laws, voting, and serving on juries;

(E) summarize the criteria and explain the process for becoming a naturalized citizen of the United States; and

(F) explain how the rights and responsibilities of U.S. citizens reflect our national identity.
U. S. History

Enduring Understanding:

Important political, economic, and social changes had an impact on the United States in the late nineteenth century.

Social Studies TEKS:

(2) 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, and civil service reform;

(B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, and the rise of big business; and

(C) analyze social issues such as the treatment of minorities, child labor, growth of cities, and problems of immigrants.

Enduring Understanding:

Dramatic shifts occurred in U.S. demographic patterns in the nineteenth and twentieth centuries as a result of migration within and immigration to the United States.

Social Studies TEKS:

(10) Geography. The student understands the effects of migration and immigration on American society.

The student is expected to:

(A) analyze the effects of changing demographic patterns resulting from migration within the United States; and

(B) analyze the effects of changing demographic patterns resulting from immigration to the United States.
World Geography

Enduring Understanding:

Political, economic, social, and environmental factors contribute to the growth, distribution, movement, and characteristics of world population.

Social Studies TEKS:

(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population.

The student is expected to:

(A) construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future growth trends;

(B) explain the political, economic, social, and environmental factors that contribute to human migration such as how national and international migrations are shaped by push-and-pull factors and how physical geography affects the routes, flows, and destinations of migration;

(C) describe trends in past world population growth and distribution; and

(D) develop and defend hypotheses on likely population patterns for the future.

Enduring Understanding:

Some aspects of cultures change while other aspects maintain continuity.

Social Studies TEKS:

(18) Culture. The student understands the ways in which cultures change and maintain continuity.

The student is expected to:

(A) describe the impact of general processes such
(World Geography Continued)

as migration, war, trade, independent inventions, and diffusion of ideas and motivations cause cultural change;

(B) analyze cultural changes in specific regions;

(C) analyze examples of cultures that maintain traditional ways; and

(D) evaluate case studies of the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, U.S.-based fast-food franchises in Russia and Eastern Europe, or the English language as a major medium of international communication for scientists and business people.

World History

Enduring Understanding:

Individuals can have a significant effect on history.

Social Studies TEKS:

(10) History. The student understands the influence of significant individuals of the 20th century.

The student is expected to:

(A) analyze the influence of significant individuals such as Winston Churchill, Adolf Hitler, Vladimir Lenin, Mao Zedong, and Woodrow Wilson on political events of the 20th century; and

(B) analyze the influence of significant social and/or religious leaders such as Mohandas Gandhi, Pope John Paul II, Mother Teresa, and Desmond Tutu on events of the 20th century.
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(World History Continued)

Enduring Understanding:

Individuals, groups, and societies have the opportunity to make significant political choices and decisions which have consequences.

Social Studies TEKS:

(17) Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history.

The student is expected to:

(A) evaluate political choices and decisions that individuals, groups, and nations have made in the past, taking into account historical context, and apply this knowledge to the analysis of choices and decisions faced by contemporary societies; and

(B) describe the different roles of citizens and non-citizens in historical cultures, especially as the roles pertain to civic participation.

U. S. Government

Enduring Understanding:

The U.S. Constitution created a national government composed of three branches, each of which has a unique structure and function.

Social Studies TEKS:

(9) Government. The student understands the structure and functions of the government created by the U.S. Constitution.

The student is expected to:

(A) analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws;
(U.S. Government Continued)

(B) analyze the structure and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments;

(C) analyze the structure and functions of the judicial branch of government, including the federal court system and types of jurisdiction;

(D) analyze the functions of selected independent executive agencies and regulatory commissions such as the National Aeronautics and Space Administration and the Federal Communications Commission;

(E) explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government;

(F) analyze selected issues raised by judicial activism and judicial restraint; and

(G) explain the major responsibilities of the federal government for domestic and foreign policy.

Enduring Understanding:

The U.S. Constitution provides for strong guarantees of individual rights.

Social Studies TEKS:

(14) Citizenship. The student understands rights guaranteed by the U.S. Constitution.

The student is expected to:

(A) understand the roles of limited government and the rule of law to the protection of individual rights;

(B) analyze the rights guaranteed by the Bill of Rights, including first amendment freedoms;
(U.S. Government Continued)

(C) analyze issues addressed in selected cases such as Engel v. Vitale, Miranda v. Arizona, and Schenck v. U.S. that involve Supreme Court interpretations of rights guaranteed by the U.S. Constitution;

(D) analyze the role of each branch of government in protecting the rights of individuals;

(E) explain the importance of due process rights to the protection of individual rights and to the limits on the powers of government; and

(F) analyze the impact of the incorporation doctrine involving due process and the Bill of Rights on individual rights, federalism, and majority rule.

Economics

Enduring Understanding:

Economic ideas and decisions made in the past have influenced the present.

Social Studies TEKS:

(19) History. The student understands economic ideas and decisions from the past that have influenced the present and those of today that will affect the future.

The student is expected to:

(A) analyze the importance of various economic philosophers such as John Maynard Keynes, Karl Marx, and Adam Smith and their impact on the U.S. free enterprise system;

(B) trace the history of the labor movement in the United States;

(C) analyze the impact of business cycles on U.S. history; and
(Economics Continued)

(D) identify the contributions of entrepreneurs, past and present, such as Mary Kay Ash, Andrew Carnegie, and Bill Gates.

**Enduring Understanding:**

Scientific discoveries and technological innovations have had a significant economic impact on households, businesses, and governments.

**Social Studies TEKS:**

(27) Science, technology, and society. The student understands the economic effects of scientific discoveries and technological innovations on households, businesses, and government.

The student is expected to:

(A) give examples of types of economic information available as a result of technological innovations; and

(B) explain how scientific discoveries and technological innovations create the need for rules and regulations to protect individuals and businesses.