



To the Parent(s):

After registration is completed and the proctor has been approved, your child may take the Kindergarten Social Studies Credit by Examination to assess mastery over the Texas Essential Knowledge and Skills.

WHAT TO BRING

- several sharpened No. 2 pencils

ABOUT THE EXAM

The examination for Kindergarten Social Studies consists of 53 questions and is based on the Texas Essential Knowledge and Skills (TEKS) for this subject. The full list of TEKS is included at the end of this document (it is also available online at the Texas Education Agency website, <http://www.tea.state.tx.us/>). The TEKS outline specific topics covered in the exam, as well as more general areas of knowledge and levels of critical thinking. Use the TEKS to focus your study in preparation for the exam. TEKS covered in this semester are indicated by a checkmark; the exam will focus on the checkmarked TEKS, but may touch on any of the full list. All of the TEKS are assessed.

The examination will take place under supervision, and the recommended time limit is three hours. Check to see that the student has several sharpened No. 2 pencils. A percentage score from the examination will be reported to the official at your school.

Because of the amount of reading on this exam, the administrator will read all of the directions, questions, and answer choices.

For more information about CBE policies, visit <http://www.ode.ttu.edu/takeacbe/>.

CBE Test Preparation

In kindergarten social studies, there are no state-adopted textbooks. Therefore, review the TEKS for this subject with your child. You can also review the information in the following literature selections. They can be found at your public library.

- Adler, *A Picture Book of Abe Lincoln* (Holiday House, 1990), ISBN 0823408019
- Adler, *A Picture Book of George Washington* (Holiday House, 1995), ISBN:0823408000

- Ansary, *Native Americans Series*:
Southwest Indians (Heinemann Library, 1999), ISBN 1575729237
Plains Indians (Heinemann Library, 2000), ISBN 1575729296
Eastern Woodland Indians (Heinemann Library, 2000), ISBN 157572930X
- Brett, *Armadillo Rodeo* (Puffin Books, 2004), ISBN 0142401250
- Carlson, *I Like Me* (Puffin, 1990), ISBN 0670820628
- Crane, *L is for Lone Star* (Thomson Gale, 2001), ISBN 1585360198
- Freymann, *How Are You Peeling?* (Scholastic, 2004), ISBN 0439598419
- Henkes, *Chrysanthemum* (William Morrow & Co., Inc., 1996), ISBN 0688147321
- Hill, *Did You Know?* (Creative Teaching Press, Inc., 1998), ISBN 1574713353
- Hoberman, *A House is a House for Me* (Viking, 1978), ISBN 0941978310
- Hutchins, *Happy Birthday* (William Morrow & Co., Inc., 1991), ISBN 0688104827
- Hutchins, *The Door Bell Rang* (William Morrow & Co., Inc., 1989), ISBN 0688092349
- Jeram, *Birthday Happy, Contrary Mary* (Candlewick Press, 1998), ISBN 0763604569
- Kalman, *Community Helpers A-Z* (Crabtree Publishing, 1997), ISBN 0865054045
- Kalman, *What is a Community?* (Crabtree Publishing, 1999), ISBN 0865054142
- Krensky, *Christopher Columbus* (Random House, Inc., 1991), ISBN 0679803696
- Krensky, *Perfect Pigs* (Little, Brown & Co., 1983), ISBN 0316110809
- Lobel, *Frog and Toad are Friends* (Harper Collins Children's Books, 1979), ISBN 0064440206
- Martin, *I Pledge Allegiance* (Candlewick Press, 2004), ISBN 0763625272
- McGovern, *The Pilgrims' First Thanksgiving* (Scholastic, Inc., 1993), ISBN 05904461885
- Miller, *Guess Who?* (William Morrow & Company, Inc. 1994), ISBN 0688127843
- Modesitt, *Sometimes I Feel Like a Mouse* (Scholastic, 1996), ISBN 0590448366
- Montanari, *Children Around the World* (Kids Can Press, 2004), ISBN 1553376846

- Pfister, *Rainbow Fish* (North-South Books, 1995), ISBN 1558584412
- Piper, *The Little Engine That Could* (Grosset & Dunlap, 1986), ISBN 0448190788
- Sage, *I Am a Native American* (Rosen Publishing Group, Inc., 2001), ISBN 082395014X
- Scarry, *Cars, Trucks, and Things That Go* (Golden Books, 1974), ISBN 0307157857
- Scilliss, *A is for America* (Thomson Gale, 2001), ISBN 1585360155
- Scott, *Cowboy Country* (Houghton Mifflin Company, 1996), ISBN 0395764823
- Simon, *All Kinds of Families* (Albert Whitman, 1983), ISBN 0807502820
- Sweeney, *Me on the Map* (Bantam Doubleday Dell Books for Young Readers, 1998), ISBN 0517885573
- Tardif, *Pilgrim Children Had Many Chores* (Creative Teaching Press, Inc., 1996), ISBN 1574711210
- Treays, *My Town* (Usborne Publishing, Ltd., 1998), ISBN 0746030797
- Waters, *Giving Thanks: The 1621 Harvest Feast* (Scholastic, 2001), ISBN 0439243955
- Williams, *A Chair for My Mother* (William Morrow & Co., 1984), ISBN 0688040748
- Wood, *Quick as a Cricket* (Child's Play International, 1991), ISBN 0859533069

It is important to prepare adequately.

Texas Essential Knowledge and Skills SOCS K – Social Studies, Kindergarten

TTU: Kindergarten - Social Studies CBE	
TEKS: §113.1. Social Studies, Kindergarten.	
TEKS Covered	TEKS Requirement (Kindergarten)
	§113.1. Implementation of Texas Essential Knowledge and Skills for Social Studies, Elementary.
	Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §28.002, unless otherwise noted. The provisions of this subchapter shall be implemented by school districts beginning September 1, 1998, and at the time shall supersede §75.32(h)-(l) of this title (relating to Social Studies, Texas and United States History).
	<i>Source: The provisions of this §113.1 adopted to be effective September 1, 1998, 22 TexReg 7684.</i>
	§113.2. Social Studies, Kindergarten.
	(a) Introduction.
	(1) In Kindergarten, the focus is on the self, home, family, and classroom. The study of our state and national heritage begins with an examination of the celebration of patriotic holidays and the contributions of historical people. The concept of chronology is introduced. Students discuss geographic concepts of location and physical and human characteristics of places. Students are introduced to the basic human needs of food, clothing, and shelter and to ways that people meet these needs. Students learn the purpose of clothing, and shelter and to 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.
	(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 <i>You're a Grand Old Flag</i> 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.
	(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) 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).
	(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 Independence Day; and
✓	(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 helped to shape the community, state, and nation. The student is expected to:
✓	(A) identify the contributions of historical figures such as Stephen F. Austin and George Washington who helped to shape our state and nation; and
✓	(B) identify ordinary people who have shaped the community.
	(3) History. The student understands the concept of chronology. The student is expected to:
✓	(A) place events in chronological order; and

✓	(B) use vocabulary related to time and chronology, including before, after, next, first, and last.
	(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
✓	(B) locate places on the school campus and describe their relative locations.
	(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.
	(6) Economics. The student understands that basic human needs are met in many ways. The student is expected to:
✓	(A) identify basic human needs; and
✓	(B) explain how basic human needs of food, clothing, and shelter can be met.
	(7) Economics. The student understands the importance of jobs. The student is expected to:
✓	(A) identify jobs in the home, school, and community; and
✓	(B) explain why people have jobs.
	(8) Government. The student understands the purpose of rules. The student is expected to:
✓	(A) identify purposes for having rules; and
✓	(B) identify rules that provide order, security, and safety in the home and school.
	(9) Government. The student understands the role of authority figures. The student is expected to:
✓	(A) identify authority figures in the home, school, and community; and
✓	(B) explain how authority figures make and enforce rules.
	(10) Citizenship. The student understands important 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; and
✓	(C) explain the use of voting as a method for group decision making.
	(11) Culture. The student understands similarities and differences among people. The student is expected to:
✓	(A) identify personal attributes common to all people such as physical characteristics; and
✓	(B) identify differences among people.
	(12) Culture. The student understands how people learn about themselves through family customs and traditions. The student is expected to:
✓	(A) identify family customs and traditions and explain their importance;
✓	(B) compare family customs and traditions; and
✓	(C) describe customs of the local community.
	(13) Science, technology, and society. The student understands ways technology is used in the home and school. The student is expected to:

✓	(A) identify examples of technology used in the home and school; and
✓	(B) describe how technology helps accomplish specific tasks.
	(14) Science, technology, and society. The student understands ways in which technology has changed how people live. The student is expected to:
✓	(A) describe how his or her life might be different without modern technology; and
✓	(B) list ways in which technology meets people's needs.
	(15) 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, television, maps, computer images, print material, and artifacts;
✓	(C) sequence and categorize information; and
✓	(D) identify main ideas from oral, visual, and print sources.
	(16) Social studies skills. The student communicates in oral and visual forms. The student is expected to:
✓	(A) express ideas orally based on knowledge and experiences; and
✓	(B) create and interpret visuals including pictures and maps.
	(17) 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.
	<i>Source: The provisions of this §113.3 adopted to be effective September 1, 1998, 22 TexReg 7684.</i>