

**To the Parent(s):**

After registration is complete and the proctor has been approved, your child may take the Third Grade 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 Third Grade Social Studies consists of 75 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.

The examination will take place under supervision, and the recommended time limit is three hours. You may not use any notes or books. You will need to bring the materials listed above. A percentage score from the examination will be reported to the official at your school.

In preparation for the examination, review the TEKS for this subject. It is important to prepare adequately. Any textbook from the Texas Adoption list can be used for a review.

Good luck on your test!

# Texas Essential Knowledge and Skills

## SOCS 3 – Grade 3 Social Studies

### §113.5. Social Studies, Grade 3.

#### (a) Introduction.

(1) In Grade 3, students learn how 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, 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.

(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) 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 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;

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

(C) describe how individuals such as Christopher Columbus and Meriwether Lewis and William Clark have contributed to the expansion of existing communities or to the creation of new communities.

**(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.

**(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;

(B) create and interpret timelines; and

(C) describe historical times in terms of years, decades, and centuries.

**(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 how people in different communities adapt to or modify the physical environment;

(C) describe the effects of physical and human processes in shaping the landscape; and

(D) identify and compare the human characteristics of selected regions.

**(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, and Washington D.C. on maps and globes;

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

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

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

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

- (A) identify ways of earning, spending, and saving money; and
  - (B) analyze a simple budget that allocates money for spending and saving.
- (7) Economics.** The student understands the concept of an economic system. The student is expected to:
- (A) define and identify examples of scarcity;
  - (B) explain the impact of scarcity on the production, distribution, and consumption of goods and services;
  - (C) explain the impact of scarcity on interdependence within and among communities; and
  - (D) explain the concept of a free market.
- (8) Economics.** The student understands how businesses operate in the U.S. free enterprise system. The student is expected to:
- (A) give examples of how a simple business operates;
  - (B) explain how supply and demand affect the price of a good or service;
  - (C) explain how the cost of production and selling price affect profits; and
  - (D) identify historic figures, such as Henry Ford, and ordinary people in the community who have started new businesses.
- (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;
  - (B) identify services commonly provided by local governments;
  - (C) identify local government officials and explain how they are chosen;
  - (D) explain how local government services are financed; and
  - (E) explain the importance of the consent of the governed to the functions of local government.
- (10) Citizenship.** The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:
- (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 Jane Addams, Helen Keller, and Harriet Tubman who have exemplified good citizenship;
  - (C) identify and explain the importance of acts of civic responsibility, including obeying laws and voting; and
  - (D) identify ordinary people who exemplify good citizenship.
- (11) Citizenship.** The student understands the impact of individual and group decisions on communities in a democratic society. The student is expected to:
- (A) give examples of community changes that result from individual or group decisions;
  - (B) identify examples of actions individuals and groups can take to improve the community; and
  - (C) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.
- (12) Culture.** The student understands ethnic and/or cultural celebrations of the United States and other nations. The student is expected to:
- (A) explain the significance of selected ethnic and/or cultural celebrations in Texas, the United States, and other nations such as St. Patrick's Day, Cinco de Mayo, and Kwanzaa; and
  - (B) compare ethnic and/or cultural celebrations in Texas, the United States, and other nations.
- (13) Culture.** The student understands the role of real and mythical heroes in shaping the culture of communities, the state, and the nation. The student is expected to:
- (A) identify the heroic deeds of state and national heroes such as Daniel Boone and Davy Crockett;
  - (B) retell the heroic deeds of characters from American folktales and legends such as Pecos Bill and Paul Bunyan;
  - (C) retell the heroic deeds of characters of Greek and Roman myths; and
  - (D) identify how selected fictional characters such as Robinson Crusoe created new communities.
- (14) Culture.** The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to:
- (A) identify selected individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage from communities around the world; and
  - (B) explain the significance of selected individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage to communities around the world.

**(15) 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, Louis Pasteur, and Jonas Salk who have created or invented new technology; and

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

**(16) 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 and geographic data about the community, using a variety of print, oral, visual, and computer sources;

(B) sequence and categorize information;

(C) interpret oral, visual, and print material by identifying the main idea, identifying cause and effect, and comparing and contrasting;

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

(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.

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

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

**(18) 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.*