

## Student Expectations

The Kindergarten social studies focus in Texas and Louisiana is on the self, home, family, and classroom. The study of 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 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.

Due to these common origins, student expectations are very similar. Both states specify process skills separately from content, yet they clearly intend for both areas to be addressed simultaneously in the classroom throughout the school year. They also advise that social studies concepts be introduced and mastered in an interdisciplinary format.

The strands of the essential knowledge and skills for Kindergarten social studies in Texas include history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills.

In Louisiana, the strands include: geography; civics; economics; and history. Both Texas and Louisiana take an integrated approach at this grade level, and both states emphasize 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.

Whereas unifying themes are identified and addressed separately in the Texas Educational Knowledge and Skills (TEKS), Louisiana interweaves these concepts throughout their Grade Level Expectations (GLEs) and Benchmarks.

## Assessment

Social Studies assessment methodologies in Texas and Louisiana differ in many ways. Neither state assesses social studies in Kindergarten. Louisiana students are tested using the Integrated Louisiana Educational Assessment Program (iLEAP) for the first time in Grade 3, and the Texas Assessment of Knowledge and Skills (TAKS) is given the first time in Grade 8.

Though the Texas and Louisiana social studies standards are similar overall, few of the TEKS student expectations match perfectly with the Louisiana GLEs. For example, TEKS K.9 B explain how authority figures make and enforce rules closely but does not exactly match GLE 9. Identify home and class rules, and the persons responsible for enforcement (C-1A-E1) and GLE 10. Identify governmental employees and their roles (e.g., postal workers, police) (C-1A-E1).

A careful review of the Kindergarten side-by-side analysis will provide more information about such variations.

### **Coding in the Side-by-Side Analysis**

The number in parentheses following each GLE statement is a reference to the Louisiana Benchmark statement. For example, (C-1A-E1) refers to the Civics Standard, Elementary Level E1 Category E, benchmark 1. Benchmark statements are similar to the Texas Knowledge and Skill statements. More information about the Louisiana Benchmarks is available from the Louisiana State Department of Education: <http://www.doe.state.la.us/lde/uploads/2911.pdf>.

Louisiana groups Social Studies expectations into four strands, with GLE numbers 1-20. The Louisiana Social Studies expectations are generally analogous to the Texas Process Standards. It should be noted that the prefixes appearing before the GLE refers to the strand (i.e., G-Geography, C-Civics, E-Economics and H-History.)

Regarding the codes and content in the middle column on the document:

- Notations are made when concepts are addressed in another grade level in Louisiana.
- *Implied* refers to components of concepts that are understood and addressed in the context of the statement.
- *Similar* means the concept is worded differently.
- *Not specifically addressed* refers to concepts that may be covered, but not necessarily addressed in all classrooms by all teachers.