

Subject	Social Studies	
Course Title	§113.47. Special Topics in Social Studies (One-Half Credit), Beginning with School Year 2011-2012.	
(a) General requirements. Students shall be awarded one-half unit of credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits.		
(b) Introduction.		
<p>(1) In Special Topics in Social Studies, an elective course, students are provided the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural, and social forces that have shaped their lives and the world in which they live. Students will use social science knowledge and skills to engage in rational and logical analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse human perspectives.</p> <p>(2) 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.</p> <p>(3) 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.</p> <p>(4) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.</p> <p>(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the Texas Education Code, §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.</p> <p>(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."</p> <p>(5) 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.</p>		
(c) Knowledge and Skills.		
TEKS (Knowledge and Skills)	Student Expectation	Breakout

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(1) 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) apply social studies methodologies encompassing a variety of research and analytical tools to explore questions or issues thoroughly and fairly to include multiple perspectives	(i) apply social studies methodologies encompassing a variety of research tools to explore questions or issues thoroughly to include multiple perspectives
(1) 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) apply social studies methodologies encompassing a variety of research and analytical tools to explore questions or issues thoroughly and fairly to include multiple perspectives	(ii) apply social studies methodologies encompassing a variety of research tools to explore questions or issues fairly to include multiple perspectives
(1) 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) apply social studies methodologies encompassing a variety of research and analytical tools to explore questions or issues thoroughly and fairly to include multiple perspectives	(iii) apply social studies methodologies encompassing a variety of analytical tools to explore questions or issues thoroughly to include multiple perspectives
(1) 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) apply social studies methodologies encompassing a variety of research and analytical tools to explore questions or issues thoroughly and fairly to include multiple perspectives	(iv) apply social studies methodologies encompassing a variety of analytical tools to explore questions or issues fairly to include multiple perspectives
(1) 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:	(B) evaluate effects of major political, economic, and social conditions on a selected social studies topic	(i) evaluate effects of major political conditions on a selected social studies topic
(1) 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:	(B) evaluate effects of major political, economic, and social conditions on a selected social studies topic	(ii) evaluate effects of major economic conditions on a selected social studies topic

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(1) 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:	(B) evaluate effects of major political, economic, and social conditions on a selected social studies topic	(iii) evaluate effects of major social conditions on a selected social studies topic
(1) 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:	(C) appraise a geographic perspective that considers physical and cultural processes as they affect the selected topic	(i) appraise a geographic perspective that considers physical processes as they affect the selected topic
(1) 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:	(C) appraise a geographic perspective that considers physical and cultural processes as they affect the selected topic	(ii) appraise a geographic perspective that considers cultural processes as they affect the selected topic
(1) 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:	(D) examine the role of diverse communities in the context of the selected topic	(i) examine the role of diverse communities in the context of the selected topic
(1) 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:	(E) analyze ethical issues raised by the selected topic in historic, cultural, and social contexts	(i) analyze ethical issues raised by the selected topic in historic contexts
(1) 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:	(E) analyze ethical issues raised by the selected topic in historic, cultural, and social contexts	(ii) analyze ethical issues raised by the selected topic in cultural contexts

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(1) 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:	(E) analyze ethical issues raised by the selected topic in historic, cultural, and social contexts	(iii) analyze ethical issues raised by the selected topic in social contexts
(1) 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:	(F) depending on the topic, 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	(i) depending on the topic, 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
(1) 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:	(G) depending on the topic, 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) depending on the topic, 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
(2) 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) locate, analyze, organize, synthesize, evaluate, and apply information about the selected topic, identifying, describing, and evaluating multiple points of view	(i) locate information about the selected topic
(2) 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) locate, analyze, organize, synthesize, evaluate, and apply information about the selected topic, identifying, describing, and evaluating multiple points of view	(ii) analyze information about the selected topic

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(2) 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) locate, analyze, organize, synthesize, evaluate, and apply information about the selected topic, identifying, describing, and evaluating multiple points of view	(iii) organize information about the selected topic
(2) 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) locate, analyze, organize, synthesize, evaluate, and apply information about the selected topic, identifying, describing, and evaluating multiple points of view	(iv) synthesize information about the selected topic
(2) 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) locate, analyze, organize, synthesize, evaluate, and apply information about the selected topic, identifying, describing, and evaluating multiple points of view	(v) evaluate information about the selected topic
(2) 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) locate, analyze, organize, synthesize, evaluate, and apply information about the selected topic, identifying, describing, and evaluating multiple points of view	(vi) apply information about the selected topic
(2) 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) locate, analyze, organize, synthesize, evaluate, and apply information about the selected topic, identifying, describing, and evaluating multiple points of view	(vii) [identify] multiple points of view
(2) 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) locate, analyze, organize, synthesize, evaluate, and apply information about the selected topic, identifying, describing, and evaluating multiple points of view	(viii) [describe] multiple points of view

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(2) 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) locate, analyze, organize, synthesize, evaluate, and apply information about the selected topic, identifying, describing, and evaluating multiple points of view	(ix) [evaluate] multiple points of view
(2) 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:	(B) differentiate between valid primary and secondary sources and use them appropriately to conduct research and construct arguments	(i) differentiate between valid primary and secondary sources
(2) 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:	(B) differentiate between valid primary and secondary sources and use them appropriately to conduct research and construct arguments	(ii) use [valid primary sources] to conduct research
(2) 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:	(B) differentiate between valid primary and secondary sources and use them appropriately to conduct research and construct arguments	(iii) use [valid primary sources] to construct arguments
(2) 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:	(B) differentiate between valid primary and secondary sources and use them appropriately to conduct research and construct arguments	(iv) use [valid secondary sources] to conduct research
(2) 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:	(B) differentiate between valid primary and secondary sources and use them appropriately to conduct research and construct arguments	(v) use [valid secondary sources] to construct arguments

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(2) 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:	(C) read narrative texts critically and identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants	(i) read narrative texts critically
(2) 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:	(C) read narrative texts critically and identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants	(ii) identify points of view from the historical context surrounding an event
(2) 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:	(C) read narrative texts critically and identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants	(iii) identify the frame of reference that influenced the participants
(2) 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:	(D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(i) analyze information by sequencing
(2) 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:	(D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(ii) analyze information by categorizing

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(2) 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:	(D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(iii) analyze information by identifying cause-and-effect relationships
(2) 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:	(D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(iv) analyze information by comparing
(2) 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:	(D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(v) analyze information by contrasting
(2) 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:	(D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(vi) analyze information by finding the main idea
(2) 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:	(D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(vii) analyze information by summarizing

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(2) 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:	(D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(viii) analyze information by making generalizations
(2) 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:	(D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(ix) analyze information by making predictions
(2) 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:	(D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(x) analyze information by drawing inferences
(2) 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:	(D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions	(xi) analyze information by drawing conclusions
(2) 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:	(E) collect visual images (photographs, paintings, political cartoons, and other media) to enhance understanding and appreciation of multiple perspectives in a social studies topic	(i) collect visual images to enhance understanding of multiple perspectives in a social studies topic

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(2) 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:	(E) collect visual images (photographs, paintings, political cartoons, and other media) to enhance understanding and appreciation of multiple perspectives in a social studies topic	(ii) collect visual images to enhance appreciation of multiple perspectives in a social studies topic
(2) 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:	(F) identify bias in written, oral, and visual material	(i) identify bias in written material
(2) 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:	(F) identify bias in written, oral, and visual material	(ii) identify bias in oral material
(2) 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:	(F) identify bias in written, oral, and visual material	(iii) identify bias in visual material
(2) 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:	(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author	(i) evaluate the validity of a source based on language
(2) 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:	(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author	(ii) evaluate the validity of a source based on corroboration with other sources

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(2) 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:	(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author	(iii) evaluate the validity of a source based on information about the author
(2) 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:	(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs	(i) use appropriate mathematical skills to interpret social studies information
(3) Social studies skills. The student creates written, oral, and visual presentations of social studies information. The student is expected to:	(A) apply the conventions of usage and mechanics of written English	(i) apply the conventions of usage of written English
(3) Social studies skills. The student creates written, oral, and visual presentations of social studies information. The student is expected to:	(A) apply the conventions of usage and mechanics of written English	(ii) apply the conventions of mechanics of written English
(3) Social studies skills. The student creates written, oral, and visual presentations of social studies information. The student is expected to:	(B) use social studies terminology correctly	(i) use social studies terminology correctly
(3) Social studies skills. The student creates written, oral, and visual presentations of social studies information. The student is expected to:	(C) use appropriate oral communication techniques	(i) use appropriate oral communication techniques
(3) Social studies skills. The student creates written, oral, and visual presentations of social studies information. The student is expected to:	(D) construct a thesis that is supported by evidence	(i) construct a thesis that is supported by evidence

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(3) Social studies skills. The student creates written, oral, and visual presentations of social studies information. The student is expected to:	(E) recognize and evaluate counter arguments	(i) recognize counter arguments
(3) Social studies skills. The student creates written, oral, and visual presentations of social studies information. The student is expected to:	(E) recognize and evaluate counter arguments	(ii) evaluate counter arguments
(3) Social studies skills. The student creates written, oral, and visual presentations of social studies information. The student is expected to:	(F) use visual images (photographs, paintings, and other media) to facilitate understanding and appreciation of multiple perspectives in a social studies topic	(i) use visual images to facilitate understanding of multiple perspectives in a social studies topic
(3) Social studies skills. The student creates written, oral, and visual presentations of social studies information. The student is expected to:	(F) use visual images (photographs, paintings, and other media) to facilitate understanding and appreciation of multiple perspectives in a social studies topic	(ii) use visual images to facilitate appreciation of multiple perspectives in a social studies topic
(3) Social studies skills. The student creates written, oral, and visual presentations of social studies information. The student is expected to:	(G) develop a bibliography with ideas and information attributed to source materials and authors using accepted social science formats such as <i>Modern Language Association Style Manual</i> (MLA) and <i>Chicago Manual of Style</i> (CMS) to document sources and format written materials	(i) develop a bibliography with ideas attributed to source materials using accepted social science formats
(3) Social studies skills. The student creates written, oral, and visual presentations of social studies information. The student is expected to:	(G) develop a bibliography with ideas and information attributed to source materials and authors using accepted social science formats such as <i>Modern Language Association Style Manual</i> (MLA) and <i>Chicago Manual of Style</i> (CMS) to document sources and format written materials	(ii) develop a bibliography with ideas attributed to authors using accepted social science formats

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<p>(3) Social studies skills. The student creates written, oral, and visual presentations of social studies information. The student is expected to:</p>	<p>(G) develop a bibliography with ideas and information attributed to source materials and authors using accepted social science formats such as <i>Modern Language Association Style Manual</i> (MLA) and <i>Chicago Manual of Style</i> (CMS) to document sources and format written materials</p>	<p>(iii) develop a bibliography with information attributed to source materials using accepted social science formats</p>
<p>(3) Social studies skills. The student creates written, oral, and visual presentations of social studies information. The student is expected to:</p>	<p>(G) develop a bibliography with ideas and information attributed to source materials and authors using accepted social science formats such as <i>Modern Language Association Style Manual</i> (MLA) and <i>Chicago Manual of Style</i> (CMS) to document sources and format written materials</p>	<p>(iv) develop a bibliography with information attributed to authors using accepted social science formats</p>