

## Social Studies TEKS Review Work Group C Working Documents

Special Topics in Social Studies Working Documents  
Texas Essential Knowledge and Skills (TEKS) Social Studies

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This working document reflects preliminary work of the State Board of Education’s TEKS review work group for special topics in social studies. These recommendations are not yet final. Recommendations for changes to the TEKS are still under consideration by the work group and subject to change. The work group will finalize its draft recommendations at a future meeting. Numbering for the knowledge and skills statements in the document will be finalized when the proposal is prepared to file with the *Texas Register*.

Proposed additions are shown in green font with underline (additions). Proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current student expectation is shown in purple italicized font with strikethrough (~~*moved text*~~) and is shown in the proposed new location in purple italicized font with underlines (*new text location*). Numbering for the knowledge and skills statements in the document will be finalized when the proposal is prepared to file with the *Texas Register*.

Comments in the right-hand column provide explanations for the proposed changes. Abbreviations in the explanations refer to the following.

CA: refers to the content advisors  
CCRS: refers to the College and Career Readiness Standards  
SB3: refers to Senate Bill 3, 87<sup>th</sup> Texas Legislative Session, Second-Called Session, 2021

### SOCIAL STUDIES, GRADE 8 AND HIGH SCHOOL

Grade Level/Course	Pages
Social Studies Advanced Studies.....	1–4
Special Topics in Social Studies.....	5–9
Social Studies Research Methods.....	10–15
Independent Study in Social Studies.....	16–20

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§113.82 <del>113.60</del> . <u>Advanced Applications in Social Studies</u> <del>Social Studies Advanced Studies</del> (One-Half Credit).		
TEKS with edits		
Work Group Comments/Rationale		
(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. In <u>Advanced Applications in Social Studies</u> <del>Social Studies Advanced Studies</del> , an elective course, students, <u>working independently or with a mentor</u> , conduct <u>an</u> in-depth <u>investigation</u> <del>research</del> , and prepare a product of professional quality <u>using a variety of technologies</u> . <u>The product will address a problem, issue, or concern within a selected profession or discipline</u> , and <u>students will</u> present their findings to appropriate audiences. <del>Students, working independently or in collaboration with a mentor, investigate a problem, issue, or concern; research the topic using a variety of technologies; and present a product of professional quality to an appropriate audience.</del>	Name changed for clarity and clear differentiation between social studies electives.  Streamline - The introduction was revised for clarity.
(c)	Knowledge and skills.	
(1)	The student will investigate, independently or collaboratively, a problem, issue, or concern within a selected profession or discipline <u>within the context of civics and government, economics, geography, and history, as applicable to the topic</u> . The student is expected to:	made to ensure class is framed within the social studies strands and to support a deep connection within the course to the social studies discipline.
(A)	<u>define</u> <del>analyze</del> the relationship between <u>the student's</u> <del>his or her</del> interests and <u>profession</u> <del>career/</del> <u>or discipline</u> ;	Scaffold the Bloom's levels (start with informational gathering)  Neutral language  Clarity and uniformity
(B)	<u>collect and organize</u> <del>review</del> <u>varied resources</u> <del>literature from varied sources</del> from the selected <u>profession</u> <del>career</del> or discipline <u>to narrow or broaden the inquiry and demonstrate understanding of the subject under investigation</u> ;	Update language and clarity  Added "varied resources" to broaden choices from simply texts as implied in varied sources.  Add examples of resources to the TEKS guide – for example: field observations, scholarly journals, interviews  Clarity and uniformity  Add discipline to narrow or broaden the inquiry and demonstrate understanding of the subject under investigation to clarify what is to be done with the collection of resources.

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(C)	identify a problem, issue, or concern <u>relevant to the selected profession or discipline</u> ;	Clarity and uniformity
(D)	<u>collaborate with survey and/or interview a mentor with in the selected profession or discipline professionals</u> to determine the appropriateness of <del>a</del> <u>the</u> project; and	Update language to reflect KS  Clarity
(E)	develop a proposal that includes well-defined questions, goals and objectives, rationale, and procedures for the project.	
(2)	The student will <del>demonstrate understanding of the research methods</del> <u>evaluate, question, and interpret tools and concepts</u> <del>data and/or technologies</del> used in a selected profession or discipline <u>within the context of civics and government, economics, geography, and history, as applicable to the topic</u> . The student is expected to:	<p>Chose evaluate for assessibility and clarity Replaced data and technology with tools and concepts to align to CCRS standards - CCRS 1A1, IVA3, IVB3 and Senate Bill 3 Section 3A</p> <p>For clarity – we are differentiating between the proposal questions in 1E and the questions emerging from the data in KS2</p> <p>Remove demonstrate understanding of the research methods in order to clarify course expectation and student expectation</p> <p>Remove OR – for clarity</p> <p>Change made to ensure class is framed within the social studies strands and to support a deep connection within the course to the social studies discipline.</p> <p>As applicable meaning students/teachers may choose one or more from this list.</p>
(A)	<del>develop an understanding of</del> <u>identify and examine</u> the requirements and practices <del>of the profession</del> in the selected <u>profession career</u> or discipline <del>through observation using previously collected data</del> ;	<p>Changed developed an understanding of to identify and examine for assessibility and clarity</p> <p>Clarity and uniformity</p> <p>Clarity and uniformity</p> <p>Added using previously collected data to clarify student expectation.</p> <p>Edited - Remove through observation – not aligned to the revised KS</p>

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(B)	<del>simulate the methods and/or technologies used in the research process particular to the selected field or discipline; and synthesize information gathered from varied sources into a coherent interpretation, noting discrepancies among sources to determine the reliability of information; and</del>	Complete revision of the SE In alignment with KS and SB3
(C)	review and revise the original proposal <del>to reflect changes needed</del> based upon preliminary <del>investigation research and practices.</del>	Streamline Clarity and uniformity
(3)	The student will develop <del>a product</del> <del>products that meet standards recognized by the selected profession or discipline</del> <u>within the context of civics and government, economics, geography, and history, as applicable to the professional standards of the topic.</u> The student is expected to:	Changed products to a product for clarity  Added professional and deleted that meets recognized by the selected profession or discipline to add clarity and make the KS more assessable  Change made to ensure class is framed within the social studies strands and to support a deep connection within the course to the social studies discipline.  As applicable meaning students/teachers may choose one or more from this list.
(A)	collaborate with the appropriate professionals to <u>formulate and articulate the elements of</u> <del>define</del> the product;	Change made to align with SB3
(B)	<del>develop a plan for product completion; create an action plan with clear steps for product completion based on student proposal;</del>	Change made to clarify and make the SE assessable – specifically adding “action” plan makes the SE more assessable because it should include clear steps for completion.
(C)	<del>develop assessment criteria for successful completion of the project; create evaluation criteria for successful product completion;</del>	Change Establish to Create for clarity and assessability  Complete revision to the SE for clarity
(D)	<del>establish</del> <u>justify</u> the appropriateness of the product for the intended audience;	Changed for assessability and clarity
(E)	implement the <u>action</u> plan for product completion; and	Change to align with C
(F)	<del>maintain a journal to</del> document all phases of the implementation of the plan <u>through product completion.</u> <del>and reflections on learning experiences and processes.</del>	Streamline - Remove language to allow teacher autonomy  Duplicate – found in 4E & F

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(4)	<p>The student will demonstrate an understanding of the selected problem, issue, or concern by <del>explaining or justifying</del> <u>articulating</u> findings <u>within the context of civics and government, economics, geography, and history, as applicable to the topic</u> to an appropriate audience <del>for public comment or professional response</del>. The student is expected to:</p>	<p>Align with language in SB3, CCRS, and TEC 2822</p> <p>Change made to ensure class is framed within the social studies strands and to support a deep connection within the course to the social studies discipline.</p> <p>As applicable meaning students/teachers may choose one or more from this list.</p> <p>Streamline – remove for public comment or professional response.</p>
(A)	<p><del>review and revise the plan to present the findings;</del> <u>apply established evaluation criteria to appraise the success of the product;</u></p>	<p>Complete revision of the SE assessibility and clarity</p>
(B)	<p><del>make arrangements for the presentation of</del> <u>present</u> findings to an appropriate audience;</p>	<p>Streamline</p>
(C)	<p><del>present findings, simulating the skills used by professionals;</del> <u>collect and review</u> <del>consider feedback received from the audience;</del></p>	<p>Streamline</p>
<del>(D)</del>	<p><del>consider feedback received from the audience;</del></p>	
<del>(D)</del> -(E)	<p><del>reflect on the study and its potential for impact on the field; and</del> <u>review and evaluate the potential impact of the product on the selected problem, issue, or concern within the profession or discipline; and</u></p>	<p>Complete rewrite of the SE Alignment with course expectations</p>
<del>(E)</del> -(F)	<p><del>reflect on</del> <u>evaluate</u> personal learning experiences of the study.</p>	<p>Changed for assessibility and clarity, also CCRS IVD2 Add TEKS Guide example reflection, journaling</p>

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§113.80 <del>113.47</del> . Special Topics in Social Studies (One-Half Credit), <u>Adopted 2022</u> <del>Beginning with School Year 2011-2012</del> .		
TEKS with edits		
Work Group Comments/Rationale		
(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. <u>Recommended prerequisite: one credit of high school social studies.</u>	Added recommended prerequisite to allow students foundational social studies skills.
(b)	Introduction.	
(1)	In Special Topics in Social Studies, an elective course, <u>students have the opportunity to develop greater understanding of social studies content beyond what is taught in other Texas Essential Knowledge and Skills-based social studies courses while using the principles of civics and government, economics, geography, and history.</u> <del>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.</del> <u>The teacher directed special topic of study</u> Students will use social <del>studies science</del> 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.	Added clarity to the introduction including requirement of teacher led instruction and references to the strands.  The group deleted the old strands in this section and updated with the strands.
(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.	<b>TEA Comment:</b> Language in paragraphs (2)-(5) of the introduction has not been reviewed and will be addressed at a future meeting.
(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.	
(4)	State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.	

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(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.	
(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."	
(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.	
(c)	Knowledge and skills.	
(1)	<u>Civics and Government. Students will gain knowledge of political systems at the local, state, national, and international levels within the selected topic. The student is expected to:</u>	Align to strands per consensus recommendation from the Advisory Group.
(A)	<u>describe the factors that influence an individual's political attitudes, identity, and actions;</u>	Align to strands per consensus recommendation from the Advisory Group.
(B)	<u>explain political beliefs and principles of groups and communities, while recognizing the importance of the expression of different points of view;</u>	Align to strands per consensus recommendation from the Advisory Group.
(C)	<u>compare the historical and contemporary forms of government by analyzing;</u>	Align to strands per consensus recommendation from the Advisory Group.
(i)	<u>conflicts and the role of government; and</u>	Align to strands per consensus recommendation from the Advisory Group.
(ii)	<u>examples of citizen movements to bring about political change or to maintain continuity.</u>	Align to strands per consensus recommendation from the Advisory Group.
(2)	<u>Economics. Students will use economic reasoning skills and knowledge of essential economic concepts, issues, and systems to make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world within the selected topic. The student is expected to:</u>	Align to strands per consensus recommendation from the Advisory Group.

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(A)	<u>identify the implications of trade on economic systems;</u>	Align to strands per consensus recommendation from the Advisory Group.
(B)	<u>compare current and historic examples of economic systems, including the right to own, use, and dispose of property;</u>	Align to strands per consensus recommendation from the Advisory Group.
(C)	<u>analyze significant elements of economic growth, including contributions of innovations and technology; and</u>	Align to strands per consensus recommendation from the Advisory Group.
(D)	<u>describe the economic impact of fiscal policy.</u>	Align to strands per consensus recommendation from the Advisory Group.
(3)	<u>Geography. Students will use knowledge of geographic locations and physical and human conditions and connections to analyze relationships among locations in an increasingly interdependent world within the selected topic. The student is expected to:</u>	Align to strands per consensus recommendation from the Advisory Group.
(A)	<u>describe how geography influenced events in the past and helped to shape the present as appropriate;</u>	Align to strands per consensus recommendation from the Advisory Group.
(B)	<u>explain how the movement of peoples, places, and environments have changed over time and the effects of these changes;</u>	Align to strands per consensus recommendation from the Advisory Group.
(C)	<u>examine and describe the ways in which people, places, and environments are connected and interdependent;</u>	Align to strands per consensus recommendation from the Advisory Group. (Interdependent meaning community and economies depend on one another; connected communities and places are connected)
(D)	<u>analyze how the components of culture affect the way people live and shape the characteristics of regions; and</u>	Align to strands per consensus recommendation from the Advisory Group.
(E)	<u>analyze how innovations and technology affect human interaction.</u>	Align to strands per consensus recommendation from the Advisory Group.
(4)	<u>History. Students will examine the diversity of the human experience to analyze and interpret significant events, patterns, and themes in the history of Texas, the United States, and the world within the selected topic. Student will learn about the cultures, civilizations, decisions, leaders, and landmark events that shaped human development and created the contemporary world within the selected topic. The student is expected to:</u>	Align to strands per consensus recommendation from the Advisory Group.
(A)	<u>apply absolute and relative chronology through the sequencing of significant events and time periods;</u>	Align to strands per consensus recommendation from the Advisory Group.
(B)	<u>analyze the historical impact of important individuals;</u>	Align to strands per consensus recommendation from the Advisory Group.
(C)	<u>explain the complexity of historical causes and effects, including the limitations of available sources and evidence;</u>	Align to strands per consensus recommendation from the Advisory Group.
(D)	<u>evaluate the effects of major political, economic, and social conditions; and</u>	Align to strands per consensus recommendation from the Advisory Group.

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(E)	<u>determine the validity of a given source and evaluate how multiple sources treat the same or similar topics; including point of view, purpose, historical context, and audience.</u>	Align to strands per consensus recommendation from the Advisory Group.
(+)	<del>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:</del>	Complete Revision of the TEKS
(A)	<del>apply social studies methodologies encompassing a variety of research and analytical tools to explore questions or issues thoroughly and fairly to include multiple perspectives;</del>	
(B)	<del>evaluate effects of major political, economic, and social conditions on a selected social studies topic;</del>	
(C)	<del>appraise a geographic perspective that considers physical and cultural processes as they affect the selected topic;</del>	
(D)	<del>examine the role of diverse communities in the context of the selected topic;</del>	
(E)	<del>analyze ethical issues raised by the selected topic in historic, cultural, and social contexts;</del>	
(F)	<del>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; and</del>	
(G)	<del>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.</del>	
(2)(5)	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>TEA Comment:</b> KS statements and SEs are grayed out if they have not been addressed by the work group or if they have incomplete revisions.
(A)	locate, analyze, organize, synthesize, evaluate, and apply information about the selected topic, identifying, describing, and evaluating multiple points of view;	
(B)	differentiate between valid primary and secondary sources and use them appropriately to conduct research and construct arguments;	
(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;	
(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;	

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(E)	collect visual images (photographs, paintings, political cartoons, and other media) to enhance understanding and appreciation of multiple perspectives in a social studies topic;	
(F)	identify bias in written, oral, and visual material;	
(G)	evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and	
(H)	use appropriate mathematical skills to interpret social studies information such as maps and graphs.	
(3) (6)	Social studies skills. The student creates written, oral, and visual presentations of social studies information. The student is expected to: [REDACTED]	The specialized topic of study may originate from local or global phenomena, student interest, or teacher specialties.
(A)	apply the conventions of usage and mechanics of written English;	
(B)	use social studies terminology correctly;	
(C)	use appropriate oral communication techniques;	
(D)	construct a thesis that is supported by evidence;	
(E)	recognize and evaluate counter arguments;	
(F)	use visual images (photographs, paintings, and other media) to facilitate understanding and appreciation of multiple perspectives in a social studies topic;	
(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; and	
(H)	use computer software to create written, graphic, or visual products from collected data.	

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§113.81 <del>113.48</del> . <u>Advanced Research Methods in Social Studies Research Methods (One-Half Credit)</u> , <u>Adopted 2022</u> <b>Beginning with School Year 2011-2012.</b>		
TEKS with edits		Work Group Comments/Rationale
(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. <u>Required prerequisite: one credit of high school social studies.</u>	Changing title for consistency with other elective courses.
(b)	Introduction.	This course is designed to introduce students to research methods in order to be more proficient at CCRS. Students will follow the process of collection, analysis, and dissemination, resulting in a high-quality research product.
(1)	In <u>Advanced Research Methods in Social Studies Research Methods</u> , an elective course, students conduct <u>teacher-guided</u> advanced research on a selected topic in social studies using <u>discipline appropriate qualitative and/or quantitative</u> methods of inquiry. Students <u>shall</u> present their research results and conclusions in a written, <u>digital, and</u> visual, <u>and/or</u> oral format. <del>The course is designed to be conducted in either classroom or independent settings.</del>	<p>This course will no longer offer an independent option (an Independent Studies Course was created), so clarifying to connect to the other courses</p> <p>Adding shall to clarify that a project is required; adding digital to include digital formats.</p> <p>The group discussed the need to remove this KS because we wanted to afford teachers the opportunity to include quantitative or qualitative research. By adding neutral research method steps, this allows the teacher the ability to make that choice without the requirement mandated in the TEKS.</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.	
(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.	

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(4)	State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.	
(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.	
(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."	
(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.	
(c)	Knowledge and skills.	
(1)	<del>Social studies</del> <u>Foundational research</u> skills. The student <del>understands the need for an organizing framework to identify an area of interest and collect information.</del> <u>will investigate a teacher-approved, student-selected topic within the context of civics and government, economics, geography, and history, as applicable to the topic.</u> The student is expected to:	Changed include the strands and language for clarity and alignment.
(A)	<del>select a social studies issue, topic, or area of interest;</del> <u>develop a well-defined research question with goals and objectives for the project;</u>	Changed for clarity, sequencing the learning, and to stress inquiry based learning.
(B)	<del>write a rationale and preliminary ideas for research methods;</del> <u>investigate and explain multiple research methodologies by collecting and organizing information using a variety of digital tools, including advanced scholarly searches;</u>	Changed to develop foundational skills TEKS Guide reference should explain what multiple research methodologies is and provide valid example
(C)	<del>develop a literature review; and</del> <u>read and classify digital and print texts critically to support the question;</u>	Changed for clarity TEKS Guide would need to have example
(D)	<del>develop a thesis</del> <u>assess the usefulness of each source in answering the research question; and</u>	

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(E)	<u>categorize information selectively by summarizing, paraphrasing, and interpreting while avoiding plagiarism and following a standard format for citation, such as Modern Language Association Style Manual (MLA) and Chicago Manual of Style (CMS).</u>	Changed to align with digital literacy, ELAR, and CCR standards  Add any changes about MLA, CMS based on updates from social studies skills work group product.
(2)	<del>Social studies</del> - <u>Application of research</u> skills. The student <u>will investigate a teacher-approved, student-selected topic within the context of civics and government, economics, geography, and history, as applicable to the topic.</u> <del> applies a process approach to a research topic, applying the ideas, theories, and modes of inquiry drawn from the social sciences in the examination of persistent issues and social questions.</del> The student is expected to:	Changed include the strands, language for clarity, alignment, and for course consistency.
(A)	<del>understand the basic requirements and philosophical foundations for qualitative and quantitative methods of inquiry, including inductive and deductive reasoning, to determine the most effective research approach from a variety of alternatives;</del> <u>create action plan with clear steps to complete project(s) goals and objectives;</u>	We deleted (A) to ( ) because these SEs were addressed in KS (2) Foundational research skills and replacing them with Application research skills.
(B)	<del>select and design a research project, including an examination of the theory and methods applicable to the research topic;</del> <u>create periodic progress reports that address and monitor goals and objectives, time management, and conduct self-evaluations of project(s);</u>	
(C)	<del>collect information from a variety of sources (primary, secondary, written, and oral) using techniques such as questionnaires, interviews, and library research;</del> <u>evaluate scholarly arguments and counter arguments, as applicable, using previously collected and organized information to formulate and articulate an evidence-based position;</u>	The group thought about including reasoned or logical position to specify that evidenced based is rational and logical. Then decided to delete reason or logical for clarity. However, they felt strongly that evidenced based means that it is rational and logical.
(D)	<del>use current technology such as library topic catalogues, networks, online information systems, academic journals, primary sources on the Internet, email interviews, and video interviews to collect information about the selected topic;</del> <u>design a preliminary draft of the project such as an outline or storyboard;</u>	TEKS Guide should include example of types of drafts
(E)	<del>use information from sources that take into account multiple perspectives;</del> <u>collaborate with a peer or mentor, as appropriate, to review goals and objectives using evaluation tools such as a rubric or guided discussion; and</u>	

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(F)	<del>differentiate between primary and secondary sources and use each appropriately to conduct research and construct arguments;</del> <u>synthesize and analyze information selectively by revising the project to meet scholarly standards while avoiding plagiarism and following a standard format for citation, such as Modern Language Association Style Manual (MLA) and Chicago Manual of Style (CMS).</u>	Students have been using scholarly research and at this point have written a draft, collaborated on the draft, and now must conduct a quality control check on the draft.  TEKS Guide should include a definition and examples of scholarly standards
(G)	<del>develop and use criteria for the evaluation of qualitative and/or quantitative information;</del>	
(H)	<del>describe the results of the research process;</del>	
(I)	<del>generate logical conclusions from research results;</del>	
(J)	<del>justify a conclusion with supporting evidence;</del>	
(K)	<del>make predictions as to future actions and/or outcomes based on conclusions of research; and</del>	
(L)	<del>develop a bibliography in a format appropriate to the social sciences such as Modern Language Association Style Manual (MLA) and Chicago Manual of Style (CMS) to document sources and format written materials.</del>	Addressed in (F) previous SE
(3)	<u>Application of research skills</u> <del>Social studies skills. If doing qualitative research,</del> the student <u>will investigate a teacher-approved, student-selected topic within the context of civics and government, economics, geography, and history, as applicable to the topic employs the processes of critical social science inquiry to understand an issue, topic, or area of interest using a variety of sources, checking their credibility, validating and weighing evidence for claims, and searching for causality.</u> The student is expected to:	Changed include the strands, language for clarity, alignment, and for course consistency. The three key elements of research we referred to were collection, analysis, and dissemination. We referred to these through out the process.  The group discussed the need to change this KS because we wanted to afford teachers the opportunity to include quantitative or qualitative research. By adding neutral research method steps, this allows the teacher the ability to make that choice without the requirement mandated in the TEKS.
(A)	<del>interpret the historiography of the research topic; generate</del> <u>create logical conclusions from research results;</u> <del>and justify a</del> <u>those conclusions with supporting evidence;</u>	Move from SE2I and SEJ Changed for clarity and alignment – further KS3 is the application including the creation of the final draft – this SE is about constructing that draft.  TEKS Guide examples of how to create logical conclusions
(B)	<del>apply key social science concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity;</del>	

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(B) <del>(C)</del>	<del>investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures; identify and evaluate various types of evidence, arguments, and counterarguments, including concessions and rebuttals as applicable;</del> <u>identify and evaluate various types of evidence, arguments, and counterarguments, including concessions and rebuttals as applicable;</u>	Changed for clarity and in alignment with English 2
(C) <del>(D)</del>	<del>relate important events, recurring dilemmas, and persistent issues to topic; and assemble research project that demonstrates advanced social studies skills using primary and secondary sources for a variety of audiences using available technology;</del> <u>relate important events, recurring dilemmas, and persistent issues to topic; and assemble research project that demonstrates advanced social studies skills using primary and secondary sources for a variety of audiences using available technology;</u>	
(D) <del>(E)</del>	<del>employ empathy, skepticism, and critical judgment to analysis of topic. present findings to an appropriate audience;</del> <u>present findings to an appropriate audience;</u>	
(E)	<u>collect and review feedback from the audience;</u>	
(F)	<u>review and evaluate the potential impact of the project on the area of study; and</u>	
(G)	<u>create a personal reflection that examines the progression of learning throughout the research process.</u>	
(4)	<del>Social studies skills. If doing quantitative research, the student is expected to:</del>	Removed in alignment with course consistency and clarity.  The group discussed the need to remove this KS because we wanted to afford teachers the opportunity to include quantitative or qualitative research. By adding neutral research method steps, this allows the teacher the ability to make that choice without the requirement mandated in the TEKS.
(A)	<del>apply the scientific method in a research project;</del>	
(B)	<del>create a matrix applying research methodologies that employ survey research, ethnography, primary documents, and statistical analysis to given subject areas;</del>	
(C)	<del>determine the most efficient research approach;</del>	
(D)	<del>utilize basic statistical approaches and tools in the analysis of aggregate information;</del>	
(E)	<del>define and compute statistical information using various statistical approaches such as means testing and correlation, measures of central tendency and distribution, the development of categorical systems, and logical analysis;</del>	
(F)	<del>analyze information using a spreadsheet or statistical analysis information software;</del>	
(G)	<del>apply the fundamental principles and requirements of validity and reliability as used in the social sciences;</del>	

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(H)	<del>interpret patterns of behavior reflecting attitudes and values that contribute or pose obstacles to cross-cultural understanding; and</del>	
(H)	<del>utilize applicable ethical standards in collecting, storing, and using human experimental or survey data.</del>	
(4) (5)	Social studies skills. The student creates a written and oral presentation of research and conclusions. The student is expected to:	<b>TEA Comment:</b> KS statements and SEs are grayed out if they have not been addressed by the work group or if they have incomplete revisions.
(A)	apply the conventions of usage and mechanics of written English;	
(B)	present a thesis and conclusion;	
(C)	use appropriate social science terminology;	
(D)	justify a conclusion with supporting evidence and address counter arguments as appropriate;	
(E)	construct visuals such as statistical compilations, charts, graphs, tables, timelines, and maps to convey appropriate data;	
(F)	create a presentation on a selected topic using word-processing, graphics, and multimedia software;	
(G)	incorporate and present visual images (photographs, paintings, and other media) to enhance presentation; and	
(H)	develop a bibliography with ideas and information attributed to source materials and authors using accepted social science formats such as Modern Language Association Style Manual (MLA) and Chicago Manual of Style (CMS) to document sources and format written materials.	
(5) (6)	Social studies skills. The student understands the principles and requirements of the scientific method. The student is expected to:	
(A)	select a social studies issue, topic, or area of interest;	
(B)	select and design a research project, including an examination of the theory and methods applicable to the research topic;	
(C)	describe the results of the research process; and	
(D)	justify a conclusion with supporting evidence and make predictions as to future actions and/or outcomes based on the conclusions of research.	

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<b>§113.XX Independent Study in Social Studies (One-Half Credit), Beginning with School Year .</b>		
TEKS with edits		Work Group Comments/Rationale
(a)	<u>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. Required prerequisite: one credit of high school social studies.</u>	Recommending a new course that allows students with required foundational social studies skills, the opportunity and choice to engage in content beyond required curriculum.
(b)	<u>Introduction.</u>	
(1)	<u>Independent Study in Social Studies, an elective course, students have the opportunity to develop greater understanding of social studies content beyond what is taught in other Texas Essential Knowledge and Skills-based social studies courses while using the principles of civics and government, economics, geography, and history. The student will produce a project based on a teacher-guided, student-selected independent topic of study. The student will use social studies knowledge and skills to engage in rational and logical analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse perspectives.</u>	Students will have the opportunity work independently or collaborate with others in this study and on their project.
(2)	<u>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.</u>	We are including this introductory language pending the work of the introductory language.
(3)	<u>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.</u>	
(4)	<u>State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.</u>	
(A)	<u>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.</u>	

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(B)	<u>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."</u>	
(5)	<u>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.</u>	
(c)	<u>Knowledge and skills.</u>	
(1)	<u>Independent Study Skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, teacher-guided and self-selected topics. The student is expected to:</u>	
(A)	<u>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;</u>	Update Social Skill based on work group product outcome
(B)	<u>generate relevant and researchable questions with instructor guidance and approval;</u>	
(C)	<u>create relevant questions for further study from the research findings or conclusions; and</u>	
(D)	<u>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.</u>	
(2)	<u>Independent Study Skills. The student creates written, oral, and visual presentations of social studies information as appropriate. The student is expected to:</u>	
(A)	<u>construct and communicate arguments citing supporting evidence;</u>	Connects to ELA 1&2
(B)	<u>create periodic progress reports that address time management, goal setting, and conduct self-evaluations of project(s);</u>	
(C)	<u>develop written ideas, draw conclusions, interpret information into various formats such as reports and summaries; and</u>	
(D)	<u>construct research project(s) that demonstrate advanced social studies skills using primary and secondary sources for a variety of audiences using available technology.</u>	TEKS Guide recommendation: could be a journal, diary, rubric, History Fair checkpoint
(3)	<u>Civics and Government. Students will gain knowledge of political systems at the local, state, national, and international levels within the student-selected topic. The student is expected to:</u>	Align to strands per consensus recommendation from the Advisory Group.
(A)	<u>describe the factors that influence an individual's political attitudes, identity, and actions;</u>	
(B)	<u>explain political beliefs and principles of groups and communities, while recognizing the importance of the expression of different points of view;</u>	
(C)	<u>compare the historical and contemporary forms of government by analyzing;</u>	

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(i)	<u>conflicts and the role of government; and</u>	
(ii)	<u>examples of citizen movements to bring about political change or to maintain continuity.</u>	
(4)	<u>Economics. Students will use economic reasoning skills and knowledge of essential economic concepts, issues, and systems to make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world within the student-selected topic. The student is expected to:</u>	Align to strands per consensus recommendation from the Advisory Group.
(A)	<u>identify the implications of trade on economic systems;</u>	
(B)	<u>compare current and historic examples of economic systems, including the right to own, use, and dispose of property;</u>	
(C)	<u>analyze significant elements of economic growth such as GDP, standard of living, contributions of innovations and technology; and</u>	
(D)	<u>describe the economic impact of fiscal policy.</u>	
(5)	<u>Geography. Students will use knowledge of geographic locations and physical and human conditions and connections to analyze relationships among locations in an increasingly interdependent world within the student-selected topic. The student is expected to:</u>	Align to strands per consensus recommendation from the Advisory Group.
(A)	<u>describe how geography influenced events in the past and helped to shape the present as appropriate;</u>	
(B)	<u>explain how people, the movement of peoples, places, and environments have changed over time and the effects of these changes;</u>	
(C)	<u>examine and describe the ways in which people, places, and environments are connected and interdependent;</u>	
(D)	<u>analyze how the components of culture affect the way people live and shape the characteristics of regions; and</u>	
(E)	<u>analyze how innovations and technology affect human interaction.</u>	
(6)	<u>History. Students will examine the diversity of the human experience to analyze and interpret significant events, patterns, and themes in the history of Texas, the United States, and the world within the selected topic. Student will learn about the cultures, civilizations, decisions, leaders, and landmark events that shaped human development and created the contemporary world within the student-selected topic. The student is expected to:</u>	Align to strands per consensus recommendation from the Advisory Group.
(A)	<u>apply absolute and relative chronology through the sequencing of significant events and time periods;</u>	
(B)	<u>analyze the historical impact of important individuals;</u>	

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(C)	<u>explain the complexity of historical causes and effects, including the limitations on determining cause and effect;</u>	
(D)	<u>evaluate the effects of major political, economic, and social conditions; and</u>	
(E)	<u>determine the validity of a given source and evaluate how multiple sources treat the same or similar topics; including point of view, purpose, historical context, and audience.</u>	
(7)	<u>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:</u>	<b>TEA Comment:</b> KS statements and SEs are grayed out if they have not been addressed by the work group or if they have incomplete revisions.  Current social studies skills
(A)	<u>locate, analyze, organize, synthesize, evaluate, and apply information about the selected topic, identifying, describing, and evaluating multiple points of view;</u>	
(B)	<u>differentiate between valid primary and secondary sources and use them appropriately to conduct research and construct arguments;</u>	
(C)	<u>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;</u>	
(D)	<u>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;</u>	
(E)	<u>collect visual images (photographs, paintings, political cartoons, and other media) to enhance understanding and appreciation of multiple perspectives in a social studies topic;</u>	
(F)	<u>identify bias in written, oral, and visual material;</u>	
(G)	<u>evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and</u>	
(H)	<u>use appropriate mathematical skills to interpret social studies information such as maps and graphs.</u>	
(8)	<u>Social studies skills. The student creates written, oral, and visual presentations of social studies information. The student is expected to:</u>	
(A)	<u>apply the conventions of usage and mechanics of written English;</u>	
(B)	<u>use social studies terminology correctly;</u>	
(C)	<u>use appropriate oral communication techniques;</u>	
(D)	<u>construct a thesis that is supported by evidence;</u>	

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(E)	<u>recognize and evaluate counter arguments;</u>	
(F)	<u>use visual images (photographs, paintings, and other media) to facilitate understanding and appreciation of multiple perspectives in a social studies topic;</u>	
(G)	<u>develop a bibliography with ideas and information attributed to source materials and authors using accepted social science formats such as Modern Language Association Style Manual (MLA) and Chicago Manual of Style (CMS) to document sources and format written materials; and</u>	
(H)	<u>use computer software to create written, graphic, or visual products from collected data.</u>	

WORKING DOCUMENT