

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills

Social Studies Research Methods

Prepared by the State Board of Education TEKS Review Committees

October 17, 2009

These documents have been formatted for consistency and for ease of review.

Proposed additions are shown in green font with underlines and proposed deletions are shown in red font with strike throughs.

Comments in the margin provide explanations for proposed changes. The following notations were used as part of the explanations:

BSG = information added, changed or deleted based on broad strokes guidance

CRS = information added or changed to align with College Readiness Standards

ER = information added, changed or deleted based on expert reviewer feedback

IF = information added, changed or deleted based on informal feedback

MV = multiple viewpoints from within the committee

§113.39. Social Studies Research Methods (One-Half Credit).

(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.

(1) In Social Studies Research Methods, an elective course, students conduct advanced research on a selected topic in social studies using qualitative and/or quantitative methods of inquiry. Students present their research results and conclusions in written and visual/ or oral format. The course is designed to be conducted in either classroom or independent settings.

(2) State and federal laws mandate a variety of celebrations and observances including Celebrate Freedom Week. Each social studies class shall include, during Celebrate Freedom Week as provided under 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 United States 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 United States Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subsection (a) of this section, 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."

Comment [A1]: ER-This comment responds to Dreisbach's expert review regarding the importance of previous TEKS sections (5) and (9). Those sections were not eliminated, but were reordered to provide clarity. Original (5)(A) was moved to current(2)(H); original (5)(B) was incorporated into (2)(K); original (9)(A) was incorporated into (2)(C) and (2)(F); original (9)(B) was incorporated into (3)(B); and (9)(C) was incorporated into (3)(A) and (3)(B). See comments 12, 22, 26, 29, and 30.

Comment [A2]: Moved from TEKS (8) (A, B) and expanded to clarify that the research must have a final product.

Comment [A3]: This requirement for presentation is logical next step, is common practice and tracks CRS, p.39 V A 1.

Comment [A4]: Committee strongly encourages the inclusion of information during professional development on how teachers can stay current on required celebrations and observances.

Comment [A5]: BSG-Paragraph added to include Celebrate Freedom Week mandate in alignment with other grade levels per a vertical agreement

(c) Knowledge and skills.

~~(1) Social studies skills. The student understands the basic philosophical foundation for qualitative and quantitative methods of inquiry. The student is expected to:~~

~~(2)(1)~~ Social studies skills. The student understands the need for an organizing framework to identify an area of interest and collect information. The student is expected to:

~~(2)(A)~~ select ~~an~~ a social studies issue, ~~problem~~, ~~topic~~, or area of interest;

~~(1)(C)(2)(A)(B)~~ design write research project with a rationale and preliminary ideas for a given research methods ~~and develop a bibliography; and~~

~~(C)~~ develop a literature review; ~~and~~

~~(D)~~ develop a thesis.

~~(2)(B)~~ Social studies skills. ~~The student understands the need for an organizing framework to identify a problem or area of interest and collect information. The student applies~~ a process approach to a research ~~problem, topic, applying the ideas, theories, and modes of inquiry drawn from the social sciences in the examination of persistent issues and social questions.~~ The student is expected to:

~~(5) Social studies skills. The student understands the use of theory and research for descriptive and predictive purposes. The student is expected to:~~

~~(6)(C)(A)~~ understand the basic requirements and philosophical foundations for qualitative and quantitative methods of inquiry, including inductive and deductive reasoning; determine the most ~~efficient~~ effective research approach from a variety of alternatives ~~using a cost-benefit analysis.~~

~~(B)~~ select and design a research project, including an examination of the theory and methods applicable to the research topic;

~~(4)(A)(C)~~ collect information from a variety of sources (primary, secondary, written, and oral) using techniques such as questionnaires, interviews, and library research;

~~(4)(B)(D)~~ use various ~~current~~ technology such as ~~to access~~ ~~CD-ROM~~, library topic catalogues, networks, and on-line information systems to collect information about a selected ~~academic journals, primary sources on the internet, email interviews, and video interviews~~ to collect information about the selected topic;

~~(E)~~ use information from sources that take into account multiple perspectives;

~~(9)(A)(F)~~ differentiate between primary and secondary sources and ~~describe the best uses for each~~ use each appropriately to conduct research and construct arguments;

Comment [A6]: CRS-From CRS, p. 37 I. F. I and from TEKS (1)(C) and TEKS (2)(A). The committee broke this apart and re-sequenced to clarify the process.

Comment [A7]: Formerly TEKS (1)(C) and (2)(A).

Comment [A8]: BSG & CRS- Formerly a part of TEKS (2)(A), broken apart to clarify; term changed from bibliography to literature review to reflect the collection of early material; From CRS, p. 38, IV. B. i. and from TEKS (1)(C) and TEKS (2)(A). The committee broke this apart and re-sequenced to clarify the process.

Comment [A9]: The committee broke this down to chronological steps, including elements that were present before.

Comment [A10]: CRS-From CRS, p. 39, IV, D, i.

Comment [A11]: Originally TEKS (2)(B)

Comment [A12]: ER-Added pursuant to review by Dr. Kracht.

Comment [A13]: Was TEKS (1)(A), reorganized to provide clarity to the research process.

Comment [A14]: Originally (6)(C), moved to clarify process; efficient changed to effective to clarify; final phrase removed as it is not appropriate to all projects.

Comment [A15]: This was broken into qualitative and quantitative above, is included in (2)(A).

Comment [A16]: CRS-Originally TEKS (4)(A); From CRS p.38-39, IV. B. 1, 2, and 4

Comment [A17]: Changed for clarity

Comment [A18]: CRS-Originally TEKS (4)(B). The committee made this more technologically current. From CRS, p.38-39, IV. B. 1, 2, and 4

Comment [A19]: CRS, p. 38, IV A. 3.

Comment [A20]: CRS-Formerly TEKS (4)(A) and (9)(A) and from CRS, p.38, IV. A. 4; wording changed to clarify process. ER-Kracht, Marshall, Hodges, Dreisbach, and Barton all emphasized the importance of differentiating primary and secondary sources.

~~(4)(A)~~(G) develop and use criteria for the evaluation of qualitative and/or quantitative information;

~~(5)(A)~~(H) describe the results of the research process; ~~and~~

~~(1)(B)~~(I) generate logical ~~and consistent~~ conclusions from ~~given qualitative and quantitative information research results~~ ~~and~~

(J) justify a conclusion with supporting evidence;

~~(5)(B)~~(K) make predictions as to future actions and/or outcomes based on conclusions of research; and

(L) develop a bibliography in a format appropriate to the social sciences, such as (MLA) Modern Language Association, (CMS) Chicago Manual of Style) to document sources and format written materials;

Comment [A21]: CRS-Previously TEKS (1)(B); CRS, p. 39, IV.D.

Comment [A22]: CRS p.39, V, B1; TEKS ELAR, English IV, (23)(D)

(3) Social studies skills. If doing qualitative research, the student employs the processes of critical social science inquiry to understand an issue, topic, or area of interest, using a variety of sources, and checking their credibility, validating and weighing evidence for claims, and searching for causality. The student is expected to:

Comment [A23]: Qualitative and quantitative research require the work of different skill sets.

~~(9)(C)~~(A) ~~historiography. select the appropriate use of chronological relationships in~~ interpret the historiography of the research topic;

Comment [A24]: CRS-TEKS (9)(C), CRS p. 39, IV.B. 2. NCSS Curriculum Standards for Social Studies, p.139, X.C.

(B) 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;

Comment [A25]: Curriculum Standards for Social Studies: Expectations for Excellence, Bulletin 89, National Council for the Social Studies, 1994.

(C) investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures;

Comment [A26]: TEKS (9)(C) NCSS Curriculum Standards for Social Studies, p. 113, II.B.

(D) relate important events, recurring dilemmas, and persistent issues to topic; and

(E) employ empathy, skepticism, and critical judgment to analysis of topic.

Comment [A27]: NCSS Curriculum Standards for Social Studies, p. 113, II. E.

(4) Social studies skills. If doing quantitative research, the student is expected to:

Comment [A28]: Clarification

~~(6)~~(A) apply the scientific method in a research project;

~~(6)~~(B) create a matrix relating various ~~applying~~ research methodologies ~~such as~~ that employ survey research, ethnography, primary documents, and statistical analysis to given subject areas; and

Comment [A29]: Changed from "relating" for better word choice

Comment [A30]: Changed from various to "that employ" for clarification

~~(6)~~(C) determine the most efficient research approach ~~from a variety of alternatives using a cost-benefit analysis;~~

Comment [A31]: CRS-From CRS, p. 38, IV. B. 1

Comment [A32]: Edited to make universally applicable.

(7)(D) Social studies skills. The student understands <u>utilize</u> basic statistical approaches and tools in the analysis of aggregate information. The student is expected to:	Comment [A33]: CRS-TEKS (7), and from CRS, p. 38, IV; TEKS
(7)(A)(E) 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;	Comment [A34]: Formerly (7)(B)
(7)(B)(F) analyze information using a spreadsheet or statistical analysis information software	
(3)(A)(B)(C)(G) <u>apply</u> the fundamental principles and requirements of validity and reliability as used in the <u>social sciences</u> ; (both social science and historical fields of inquiry). (3)The student is expected to: (A) define and differentiate reliability and validity; (B) Apply methods of checking for reliability; and (C) Evaluate various sources for reliability and validity and justify the conclusions;	Comment [A35]: Originally (3)(A-C); moved to quantitative research section to clarify process.
<u>(H) interpret patterns of behavior reflecting attitudes and values that contribute or pose obstacles to cross-cultural understanding; and</u>	Comment [A36]: CRS-From CRS, p. 38, III. B. 1
<u>(I) utilize applicable ethical standards in collecting, storing, and using human experimental or survey data.</u> (10) Social studies skills. The student understands the ethical aspects of data. The student is expected to: (5)(A) describe the results of a research process; and	Comment [A37]: CRS-TEKS (10)(A) and from CRS, p.38, IV. B. 1. The committee wanted to be specific about what was expected for each research method, so they were broken out separately.
<u>(5) Social studies skills. The student creates a written and oral presentation of research and conclusions. The student is expected to:</u>	Comment [A38]: This description is included in the presentation component below.
<u>(A) apply the conventions of usage and mechanics of written English;</u>	Comment [A39]: Standard expectation for research project is to present material in either written or oral form to the appropriate audience.
<u>(B) present thesis and conclusion;</u>	Comment [A40]: TEKS ELAR Research and Technical Writing, (4)
<u>(C) use appropriate social science terminology;</u>	Comment [A41]: CRS-From CRS, p. 38, IV. B.1
<u>(D) justify conclusion with supporting evidence and address counter arguments as appropriate;</u>	Comment [A42]: CRS-From CRS, p.39, V.A.1
(7)(B)(8)(A)(E) construct visuals such as <u>statistical compilations</u> , charts, graphs, tables, timelines, and maps to convey appropriate data. (8) Social studies skills. The student understands the requirements of graphic displays of data. The student is expected to: and	Comment [A43]: CRS-From CRS, p.39, IV. D.2 and from CRS, p. 38, IV.D.1 and TEKS (1)(B)
(8)(B)(F) create a presentation on a selected topic using word-processing, graphics, and multimedia software.	Comment [A44]: CRS-From CRS, p.39, IV. B.3 and TEKS (8) (A)
<u>(G) incorporate and present visual images (photographs, paintings, and other media) to enhance presentation;</u>	Comment [A45]: Formerly TEKS (8)(B)
<u>(H) develop a bibliography with ideas and information attributed to source materials and authors using accepted social sciences formats; such as, (MLA) <i>Modern Language Association</i>, (CMS) <i>Chicago Manual of Style</i> to document sources and format written materials;</u>	Comment [A46]: CRS-From CRS p.39, IV. B.3
(10)(B) evaluate the relationship among copyright laws, proper citation requirements, and ethical ways of collecting and presenting information.	Comment [A47]: CRS-From CRS p.38, IV.B.1 and TEKS (10)(B)

~~(4) Social studies skills. The student understands how data can be collected from a variety of sources using a variety of methods. The student is expected to:~~

~~(6) Social studies skills. The student understands the principles and requirements of the scientific method. The student is expected to:~~

~~(2)(A) select an a social studies issue, problem, topic, or area of interest; write a rationale and preliminary ideas for research methods; and develop a bibliography; and~~

Comment [A48]: CRS-From CRS, p. 37 I, F, I and from TEKS (1)(C) and TEKS (2)(A). This was broken apart and re-sequenced to clarify the process.

~~(4)(C)(B) select and design a research project, including an examination of the theory and methods applicable to the research topic with a rationale for a given research method;~~

Comment [A49]: Was TEKS (1)(C) & (2)(A); Intended to clarify that choosing a topic and designing a research project are distinct tasks.

~~(5)(A)(C) describe the results of the research process~~

Comment [A50]: CRS-TEKS (5)(A), CRS, p.39 (IV)(D)

~~(5)(B)(D) justify conclusion with supporting evidence; and make predictions as to future actions and/or outcomes based on conclusions of research;~~

Comment [A51]: Originally TEKS (5)(B)

~~(8) Social studies skills. The student understands the requirements of graphic displays of data.~~

~~(9) Social studies skills. The student understands the basic principles of historic analysis. The student is expected to:~~

~~(B) construct and test cause and effect hypotheses and compare them with correlational analyses; and~~

~~(10)(B) describe breaches of ethical standards for handling human experimental or survey information in a given scenario; and~~

Source: The provisions of this §113.39 adopted to be effective September 1, 1998, 22 TexReg 7684.