

Work Group D Recommendations
Social Studies, Texas Essential Knowledge and Skills
Social Studies Skills Strand, Kindergarten – High School

Prepared by the State Board of Education Social Studies TEKS Streamlining Work Groups

June 2018

These recommendations reflect changes to the social studies Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education’s TEKS streamlining work group for the **Social Studies Skills strand, Kindergarten – High School**. 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*). Recommendations to clarify language are shown in blue font with underlines (clarifying language). Additions made as technical edits are shown in green font with underlines (additions).

Comments in the middle column provide explanations for the proposed changes. Work groups estimated the amount of instructional time that would be reduced based on their recommendations. The reduction of instructional time is provided in minutes in the right-hand column.

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§113.11. Social Studies, Kindergarten, Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(14)	Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including <u>digital</u> electronic technology. The student is expected to:	Clarifying language: contemporary verbiage	N/A
(A)	<u>gather</u> obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music;	Clarifying language: a more actionable word, aligned with newly adopted ELAR TEKS (adopted 2017)	N/A
(B)	<u>gather</u> obtain information about a topic using a variety of valid visual sources such as pictures, symbols, <u>digital</u> electronic media, print material, and artifacts; and	Clarifying language: a more actionable word, aligned with newly adopted ELAR TEKS (adopted 2017) Clarifying language: contemporary verbiage	N/A
(C)	sequence and categorize information.	No change	N/A
(15)	Social studies skills. The student communicates in oral and visual forms. The student is expected to:	No change	N/A
(A)	express ideas orally based on knowledge and experiences; and	No change	N/A
(B)	create and interpret visuals, including pictures and maps.	No change	N/A
(16)	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:	Deleted: unnecessary language	N/A
(A)	use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and	No change	N/A
(B)	use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision.	No change	N/A

§113.12. Social Studies, Grade 1, Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(17)	Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including digital electronic technology. The student is expected to:	Clarifying language: contemporary verbiage	N/A
(A)	gather obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music;	Clarifying language: a more actionable word, aligned with newly adopted ELAR TEKS (adopted 2017)	N/A
(B)	gather obtain information about a topic using a variety of valid visual sources such as pictures, symbols, digital electronic media, maps, literature, and artifacts; and	Clarifying language: a more actionable word, aligned with newly adopted ELAR TEKS (adopted 2017) Clarifying language: contemporary verbiage	N/A
(C)	sequence and categorize information.	No change	N/A
(18)	Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:	No change	N/A
(A)	express ideas orally based on knowledge and experiences; and	No change	N/A
(B)	create and interpret visual and written material.	No change	N/A
(19)	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:	Deleted: unnecessary language	N/A
(A)	use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and	No change	N/A
(B)	use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.	No change	N/A

§113.13. Social Studies, Grade 2, Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(18)	Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including digital electronic technology. The student is expected to:	Clarifying language: contemporary verbiage	N/A
(A)	gather obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music;	Clarifying language: a more actionable word, aligned with newly adopted ELAR TEKS (adopted 2017)	N/A
(B)	gather obtain information about a topic using a variety of valid visual sources such as pictures, maps, digital electronic sources, literature, reference sources, and artifacts;	Clarifying language: a more actionable word, aligned with newly adopted ELAR TEKS (adopted 2017)	N/A
(C)	use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate information;	Deleted: Internet is implied	N/A
(D)	sequence and categorize information; and	No change	N/A
(E)	interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.	No change	N/A
(19)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	No change	N/A
(A)	express ideas orally based on knowledge and experiences; and	No change	N/A
(B)	create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.	No change	N/A
(20)	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:	Deleted: unnecessary language	N/A
(A)	use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and	No change	N/A

(B)	use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.	No change	N/A
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§113.14. Social Studies, Grade 3, Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(17)	Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including <u>digital</u> electronic technology. The student is expected to:	Clarifying language: contemporary verbiage	N/A
(A)	research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and <u>digital</u> Internet resources;	Clarifying language: contemporary verbiage	N/A
(B)	sequence and categorize information;	No change	N/A
(C)	interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting;	No change	N/A
(D)	use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information;	Internet is implied	N/A
(E)	interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps; and	No change	N/A
(F)	<u>apply</u> use appropriate mathematical skills to interpret social studies information such as maps and graphs.	Clarified action in the SE	N/A
(18)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	No change	N/A
(A)	express ideas orally based on knowledge and experiences;	No change	N/A
(B)	use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas; and	No change	N/A
(C)	use <u>effective written communication skills</u> standard grammar, spelling, sentence structure, and punctuation.	Deletion: Inherent in written communication skills is grammar, spelling, sentence structure, and punctuation and specific ELA skills will be addressed by the ELA teacher	N/A

(19)	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:	Deleted: unnecessary language	N/A
(A)	use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and	No change	N/A
(B)	use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.	No change	N/A

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§113.15. Social Studies, Grade 4, Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instruction Time Reduction
(b)	Knowledge and skills.		
(21)	Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including <u>digital</u> electronic technology. The student is expected to:	Clarifying language: contemporary verbiage	
(A)	differentiate between, locate, and use valid primary and secondary sources such as <u>digital media</u> computer software ; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about <u>Texas and the United States</u> the United States and Texas ;	Flipped words based on the recommendations of Work Group C and adding emphasis to Texas in the early units	70 minutes
(B)	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;	No change	N/A
(C)	organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;	No change	N/A
(D)	identify different points of view about an issue, topic, historical event, or current event; and	No change	N/A
(E)	<u>apply</u> use appropriate mathematical skills to interpret social studies information such as maps and graphs.	Clarifying action of the SE	N/A
(22)	<u>Social studies skills. Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</u>	This Knowledge and Skills from the Geography strand was moved into Skills because these are process skills used across units	
(A)	<u>apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and</u>	Recommendations from Elementary Survey: Add 6(A) and 6(B) from the Geography strand to skills to become 22(A) and 22(B)	N/A
(B)	<u>translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.</u>	Recommendations from Elementary Survey: Add 6(A) and 6(B) from the Geography strand to skills to become 22(A) and 22(B)	N/A

(23) (22)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	No change	N/A
(A)	use social studies terminology correctly;	No change	N/A
(B)	incorporate main and supporting ideas in verbal and written communication;	No change	N/A
(C)	express ideas orally based on research and experiences;	No change	N/A
(D)	create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and	No change	N/A
(E)	use effective written communication skills standard grammar, spelling, sentence structure, and punctuation.	Deletion: Inherent in written communication skills is grammar, spelling, sentence structure, and punctuation and specific ELA skills will be addressed by the ELA teacher	N/A
(24) (23)	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:	Deleted: unnecessary language	N/A
(A)	use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and	No change	N/A
(B)	use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.	No change	N/A

§113.16. Social Studies, Grade 5, Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(24)	Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including <u>digital</u> electronic technology. The student is expected to:	Clarifying language: contemporary verbiage	N/A
(A)	differentiate between, locate, and use valid primary and secondary sources such as <u>digital media</u> computer software ; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States;	Clarifying language	N/A
(B)	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;	No change	N/A
(C)	organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;	No change	N/A
(D)	identify different points of view about an issue, topic, or current event; and	Flip 24(D) and 24(E): historical context must be understood in order to identify points of view	N/A
(E)	identify the historical context of an event.	Flip 24(D) and 24(E): historical context must be understood in order to identify points of view	N/A
(25)	<u>Social studies skills. Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</u>	This Knowledge and Skills from the Geography strand was moved into Skills because these are process skills used across units	N/A
(A)	<u>apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to create</u> construct <u>and interpret maps;</u> <u>and</u>	Recommendations from Elementary Survey: Add 6(A) and 6(B) from the Geography strand to skills to become 25(A) and 25(B) Verbiage consistency with prior grade levels	N/A
(B)	<u>interpret</u> translate <u>geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.</u>	Recommendations from Elementary Survey: Add 6(A) and 6(B) from the Geography strand to skills to become 25(A) and 25(B) Clarification and alignment with fourth grade	N/A

(26)(25)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	No change	N/A
(A)	use social studies terminology correctly;	No change	N/A
(B)	incorporate main and supporting ideas in verbal and written communication;	No change	N/A
(C)	express ideas orally based on research and experiences;	No change	N/A
(D)	create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and	No change	N/A
(E)	use <u>effective written communication skills</u> standard grammar, spelling, sentence structure, and punctuation.	Deletion: Inherent in written communication skills is grammar, spelling, sentence structure, and punctuation and specific ELA skills will be addressed by the ELA teacher	N/A
(27)(26)	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:	Deleted: unnecessary language	N/A
(A)	use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and	No change	N/A
(B)	use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.	No change	N/A

§113.18. Social Studies, Grade 6, Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(21)	Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including <u>digital</u> electronic technology. The student is expected to:	Clarifying language: contemporary verbiage	N/A
(A)	differentiate between, locate, and use valid primary and secondary sources such as <u>digital media</u> computer software ; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures;	Clarifying language	N/A
(B)	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;	No change	N/A
(C)	organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;	No change	N/A
(D)	identify different points of view about an issue, current topic;	Flip 21(D) and 21(E): students must understand the frame of reference of an event in order to identify the various points of view	N/A
(E)	identify the elements of frame of reference that influenced participants in an event; and	Flip 21(D) and 21(E): students must understand the frame of reference of an event in order to identify the various points of view	N/A
(F)	<u>apply</u> use appropriate mathematical skills to interpret social studies information such as maps and graphs.	Clarified the action of the SE	N/A

(22)	<u>Social studies skills. Geography. The student uses geographic tools to answer geographic questions. The student is expected to:</u>	This Knowledge and Skills from the Geography strand was moved into Skills because these are process skills used across units	N/A
(A)	<u>pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?;</u>	Recommendations from Elementary Survey: Add 3(A), 3(B), 3(C), and 3(D) from the Geography strand to skills to become 22(A), 22(B), 22(C), and 22(D)	N/A
(B)	<u>pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases;</u>	Recommendations from Elementary Survey: Add 3(A), 3(B), 3(C), and 3(D) from the Geography strand to skills to become 22(A), 22(B), 22(C), and 22(D)	N/A
(C)	<u>compare various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models; and</u>	Recommendations from Elementary Survey: Add 3(A), 3(B), 3(C), and 3(D) from the Geography strand to skills to become 22(A), 22(B), 22(C), and 22(D)	N/A
(D)	<u>create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries.</u>	Recommendations from Elementary Survey: Add 3(A), 3(B), 3(C), and 3(D) from the Geography strand to skills to become 22(A), 22(B), 22(C), and 22(D)	N/A
(23) (22)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	No change	N/A
(A)	use social studies terminology correctly;	No change	N/A
(B)	incorporate main and supporting ideas in verbal and written communication based on research;	No change	N/A
(C)	express ideas orally based on research and experiences;	No change	N/A
(D)	create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research; <u>and</u>	No change	N/A
(E)	use standard grammar, spelling, sentence structure, and punctuation; and	Deletion: Inherent in written communication skills is grammar, spelling, sentence structure, and punctuation.	N/A
(E) (F)	use <u>effective written communication skills, including</u> proper citations to avoid plagiarism.	Clarification: increases vertical alignment with other SS courses Inherent in written communication skills is grammar, spelling, sentence structure, and punctuation.	N/A

(24)(23)	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:	Deleted: unnecessary language	N/A
(A)	use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and	No change	N/A
(B)	use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.	No change	N/A

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§113.19. Social Studies, Grade 7, Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(21)	Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including <u>digital electronic</u> technology. The student is expected to:	Clarifying language: contemporary verbiage	N/A
(A)	differentiate between, locate, and use valid primary and secondary sources such as computer software , databases, <u>digital</u> media and news services, biographies, interviews, and artifacts to acquire information about Texas;	Clarifying language	N/A
(B)	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;	No change	N/A
(C)	organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;	No change	N/A
(D)	identify <u>bias and</u> points of view from the historical context surrounding an event and the frame of reference that influenced the participants;	Moved “bias” from 21(F): clarifies the basis for using points of view Deleted redundant language	N/A
(E)	support a point of view on a social studies issue or event;	No change	N/A
(F)	identify bias in written, oral, and visual material;	Implied in 21(D) that written, oral, and visual material will be used to examine historical context	45 minutes
(F) (G)	evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and	No change	N/A
(G) (H)	<u>apply use</u> appropriate mathematical skills to interpret social studies information such as maps and graphs.	Clarified term to express importance of application of this skill	N/A

(22)	<u>Social studies skills. Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</u>	This Knowledge and Skills from the Geography strand was moved into Skills because these are process skills used across units	N/A
(A)	<u>create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries; and</u>	Recommendations from Elementary Survey: Add 8(A) and 8(B) from the Geography strand to skills to become 22(A) and 22(B)	N/A
(B)	<u>analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.</u>	Recommendations from Elementary Survey: Add 8(A) and 8(B) from the Geography strand to skills to become 22(A) and 22(B)	N/A
(23)(22)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	No change	N/A
(A)	use social studies terminology correctly;	No change	N/A
(B)	use <u>effective written communication skills, including proper citations and avoiding plagiarism</u> standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;	Deletion: Inherent in written communication skills is grammar, spelling, sentence structure, and punctuation. Clarification: increases vertical alignment with other SS courses	N/A
(C)	<u>translate</u> transfer information from one medium to another, including written to visual and statistical to written or visual, using <u>digital media</u> computer software as appropriate; and	Clarified the intent of the SE Deleted and clarified antiquated language	N/A
(D)	create written, oral, and visual presentations of social studies information.	No change	N/A
(24)(23)	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:	Deleted: unnecessary language	N/A
(A)	use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and	No change	N/A
(B)	use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.	No change	N/A

§113.20. Social Studies, Grade 8, Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(29)	Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including <u>digital electronic</u> technology. The student is expected to:	Clarifying language: contemporary verbiage	N/A
(A)	differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, <u>digital</u> media and news services, biographies, interviews, and artifacts to acquire information about the United States;	Clarifying language	N/A
(B)	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;	No change	N/A
(C)	organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;	No change	N/A
(D)	identify <u>bias and</u> points of view from the historical context surrounding an event and the frame of reference which influenced the participants;	Moved “bias” from 29(F): clarifies the basis for using points of view Deleted redundant language	N/A
(E)	support a point of view on a social studies issue or event;	No change	N/A
(F)	identify bias in written, oral, and visual material;	Implied in 29(D) that written, oral, and visual material will be used to examine historical context	45 minutes
(F) (G)	evaluate the validity of a source based on language, corroboration with other sources, and information about the author;	No change	N/A
(G) (H)	<u>apply use</u> appropriate mathematical skills to interpret social studies information such as maps and graphs;	Clarified term to express importance of application of this skill	N/A
(H) (I)	create <u>a visual representation of historical information such as</u> thematic maps, graphs, <u>and</u> charts, models, and databases representing various aspects of the United States; and	Clarified the intent of creating visuals and provides choice Deletion: antiquated language Increased vertical alignment with other SS courses	90 minutes

(D)(F)	pose and answer questions about geographic distributions and patterns shown on maps, graphs, <u>and</u> charts, models, and databases.	Deleted antiquated language	90 minutes
(30)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	No change	N/A
(A)	use social studies terminology correctly;	No change	N/A
(B)	use <u>effective written communication skills, including proper citations and avoiding plagiarism</u> standard grammar, spelling, sentence structure, punctuation, and proper citation of sources; <u>and</u>	Deletion: Inherent in written communication skills is grammar, spelling, sentence structure, and punctuation. Clarification: increases vertical alignment with other SS courses (World Geography 22(E) and US History 30(A))	N/A
(E)	transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and	Deleted: transfer of information is implied in 31(A), 31(B), 30(D)	45 minutes
(C)(F)	create written, oral, and visual presentations of social studies information.	No change	N/A
(31)	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:	Deleted: unnecessary language	N/A
(A)	use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and	No change	N/A
(B)	use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.	No change	N/A

§113.41. United States History Studies Since 1877 (One Credit), Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(c)	Knowledge and skills.		
(29)	Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including digital electronic technology. The student is expected to:	Clarifying language: contemporary verbiage	N/A
(A)	analyze use a variety of both primary and secondary valid sources such as maps, graphs, presentations, speeches, lectures, and political cartoons to acquire information and to analyze and answer historical questions;	Clarifying language: more active verb Deletion of terms: redundant language Added from 29(H) due to redundancy	N/A
(B)	analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;	No Change	N/A
(C)	understand how historians interpret the past (historiography) and how their interpretations of history may change over time;	Deleted: This is a more natural SE for World History in which students study time periods, Secondary Streamlining Survey indicates this SE is not in the scope of this grade level	90 minutes
(C) (D)	apply use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;	Clarifying language: students will be applying the learning from 29(A) through 29(C)	N/A
(D) (E)	evaluate the validity of a source based on language, corroboration with other sources, and information about the author, including points of view, frames of reference, and historical context; and	No change	N/A
(F)	identify bias in written, oral, and visual material;	Clarifying and eliminating duplication of skills: 29(F) moved to 29(G) Eliminate 29(F)	N/A
(E) (G)	identify bias and support with historical evidence a point of view on a social studies issue or event.; and	Moved from 29(F) for clarification and to eliminate duplication of skills	N/A
(H)	use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.	Deleted: similar language to 29(A) Moved to 29(A): redundancy	N/A

(30)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	No change	N/A
(A)	create written, oral, and visual presentations of social studies information <u>using effective written communication skills, including proper citations and avoiding plagiarism</u> ;	Clarified language to increase vertical alignment across SS courses (World Geography 22(E) and World History 30(B))	N/A
(B)	use correct social studies terminology to explain historical concepts; and	No change	N/A
(C)	use different forms of media to convey information, including written to visual and statistical to written or visual, using available computer software as appropriate.	Deleted: outdated term	N/A
(31)	Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	No change	N/A
(A)	create <u>a visual representation of historical information, such as thematic maps, graphs, and charts</u> representing various aspects of the United States ; and	Clarified the intent of interpreting data and provides choice Deletion: implied	N/A
(B)	pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.	No change	N/A
(32)	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:	Deletion: unnecessary language	N/A
(A)	use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and	No change	N/A
(B)	use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.	No change	N/A

§113.42. World History Studies (One Credit), Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(c)	Knowledge and skills.		
(29)	Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including <u>digital</u> electronic technology. The student is expected to:	Clarifying language: contemporary verbiage	N/A
(A)	identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence;	Moved to 29(B) to remove redundancy and clarify the SE	30 minutes
(A) (B)	explain how historians; <u>such as archaeologists, anthropologists, and geographers</u> when examining <u>analyze</u> sources; for <u>analyze</u> frame of reference, historical context, and point of view to interpret historical events;	Moved from 29(A) to clarify the SE Clarifying language: subject-verb agreement added	N/A
(B) (C)	explain the differences between primary and secondary sources and examine <u>primary and secondary</u> these sources to analyze frame of reference, historical context, and point of view;	Deletion: vertically aligned rigor	N/A
(C) (D)	evaluate the validity of a source based on <u>bias</u> , language, corroboration with other sources, and information about the author;	Moved from 29(E) to 29(D) consolidated approaches to evaluate sources	N/A
(E)	identify bias in written, oral, and visual material;	Moved to 29(D) to consolidate approaches to evaluate sources	90 minutes
(D) (F)	analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time;	No change	N/A
(E) (G)	construct a thesis on a social studies issue or event supported by evidence; and	No change	N/A
(F) (H)	<u>apply</u> use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs.	Clarified term to express importance of application of this skill	N/A

(30)	<i>Social studies skills. Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:</i>	This Knowledge and Skills from the Geography strand was moved into Skills because these are process skills used across units	N/A
(A)	<i>create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and</i>	Recommendations from Elementary Survey: Add 15(A) and 15(B) from the Geography strand to skills to become 30(A) and 30(B)	N/A
(B)	<i>analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.</i>	Recommendations from Elementary Survey: Add 15(A) and 15(B) from the Geography strand to skills to become 30(A) and 30(B)	N/A
(31)(30)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	No change	N/A
(A)	use social studies terminology correctly;	No change	N/A
(B)	use <u>effective written communication skills, including proper citations and avoiding plagiarism</u> standard grammar, spelling, sentence structure, and punctuation; <u>and</u>	Deletion: Inherent in written communication skills is grammar, spelling, sentence structure, and punctuation. Clarification: increases vertical alignment with other SS courses (World Geography 22(E) and US History 30(A))	N/A
(C)	interpret and create written, oral, and visual presentations of social studies information; and	No change	N/A
(D)	transfer information from one medium to another.	Deletion: covered in 29(D), 29(H), and 30(C)	45 minutes
(32)(31)	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:	Deletion: unnecessary language	N/A
(A)	use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and	No change	N/A
(B)	use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.	No change	N/A

§113.43. World Geography Studies (One Credit), Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(c)	Knowledge and skills.	It is recommended to include a new skills SE pertaining to WH 29(H) to increase vertical alignment from third grade through twelfth grade.	
(21)	Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including <u>digital</u> electronic technology. The student is expected to:	Clarifying language: contemporary verbiage	N/A
(A)	analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps;	No change	N/A
(B)	<u>identify</u> locate places of contemporary geopolitical significance on a map; and	Clarification: increased rigor (multiple viewpoints are taken into consideration)	N/A
(C)	create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change.	No change	N/A
(22)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	No change	N/A
(A)	<u>create</u> design and draw appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships;	Deletion and Clarification: simplified and cleared language	45 minutes
(B)	generate summaries, generalizations, and thesis statements supported by evidence;	No change	N/A
(C)	use geographic terminology correctly; <u>and</u>	No change	N/A
(D)	use standard grammar, spelling, sentence structure, and punctuation; and	Deletion: combined with 22(E)	N/A
<u>(D)</u> (E)	create original work using <u>effective written communication skills, including</u> proper citations and understanding and avoiding plagiarism.	Clarifying language: combined with 22(D) for clarification and vertical alignment with SS courses (US History 30(A) and World History 30(B))	N/A

(23)	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:	Deletion: unnecessary language	N/A
(A)	plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results;	No change	N/A
(B)	use case studies and GIS to identify contemporary challenges and to answer real-world questions; and	No change	N/A
(C)	use problem-solving and decision-making processes 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.	No change	N/A

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§113.44. United States Government (One-Half Credit), Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(c)	Knowledge and skills.		
(20)	Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including digital electronic technology. The student is expected to:	Clarifying language: contemporary verbiage	N/A
(A)	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;	No change	N/A
(B)	create a product on a contemporary government issue or topic using critical methods of inquiry;	No change	N/A
(C)	analyze and defend a point of view on a current political issue;	No change	N/A
(D)	analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference;	No change	N/A
(E)	evaluate government data using charts, tables, graphs, and maps; and	No change	N/A
(F)	use appropriate mathematical skills to interpret social studies information such as maps and graphs.	No change	N/A
(21)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	No change	N/A
(A)	use social studies terminology correctly;	No change	N/A
(B)	use standard grammar, spelling, sentence structure, and punctuation;	Deletion: increased vertical alignment across SS courses (World Geography 22(E), World History 30(B), US History 30(A), and Economics 23(D)) and added written communication wording to 23(D)	N/A
(B) (C)	transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate ; and	Deletion: out of date language	N/A

(C)(D)	create written, oral, and visual presentations of social studies information using effective written communication skills, including proper citations and avoiding plagiarism .	Clarification: increased vertical alignment across SS courses (World Geography 22(E), World History 30(B), US History 30(A), and Economics 23(D))	N/A
(22)	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:	Deletion: Unnecessary language	N/A
(A)	use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and	No change	N/A
(B)	use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.	No change	N/A

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§118.4. Economics with Emphasis on the Free Enterprise System and Its Benefits, High School (One-Half Credit), Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(c)	Knowledge and skills.		
(22)	Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including digital electronic technology. The student is expected to:	Clarifying language: contemporary verbiage	N/A
(A)	analyze economic 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;	No change	N/A
(B)	create economic models, including production-possibilities curves, circular-flow charts, and supply-and-demand graphs, to analyze economic concepts or issues;	No change	N/A
(C)	explain a point of view on an economic issue;	No change	N/A
(D)	analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference;	No change	N/A
(E)	evaluate economic data using charts, tables, graphs, and maps; and	No change	N/A
(F)	use appropriate mathematical skills to interpret economic information.	No change	N/A
(23)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	No change	N/A
(A)	use economic-related terminology correctly;	No change	N/A
(B)	use standard grammar, spelling, sentence structure, and punctuation;	Deletion: increased vertical alignment across SS courses (World Geography 22(E), World History 30(B), and US History 30(A)) and added written communication wording to 23(D)	N/A
(B) (C)	transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate;	Deletion: out of date language	N/A

(C)(D)	create written, oral, and visual presentations of economic information <u>using effective written communication skills, including proper citations and avoiding plagiarism</u> ; and	Clarification: increased vertical alignment across SS courses (World Geography 22(E), World History 30(B), and US History 30(A))	N/A
(D)(E)	attribute ideas and information to source materials and authors.	No change	N/A
(24)	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:	Deletion: unnecessary language	N/A
(A)	use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and	No change	N/A
(B)	use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.	No change	N/A