

## GRADES 6-8 SOCIAL STUDIES SKILLS MATRIX

Blue Font- **New Student Expectation**  
 Green Font- **Revised Student Expectation**  
 Black Font- **Unchanged Student Expectation**

Grade 6 Social Studies	Grade 7 Social Studies	Grade 8 Social Studies
<b>CRITICAL THINKING SKILLS</b>		
<b>KNOWLEDGE AND SKILL STATEMENT:</b> 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 technology. The student is expected to:		
<p><b>STUDENT EXPECTATIONS:</b></p> <p>(19)(A) differentiate between, locate, and use valid primary and secondary sources such as oral, print, and visual material and artifacts to acquire information about various world cultures;</p> <p>(19)(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;</p> <p>(19)(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;</p> <p>(19)(D) identify different points of view about an issue or current topic;</p> <p>(19)(E) <b>formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic; and</b></p> <p>(19)(F) <b>evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy.</b></p>	<p><b>STUDENT EXPECTATIONS:</b></p> <p>(20)(A) differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas;</p> <p>(20)(B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p> <p>(20)(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;</p> <p>(20)(D) identify bias and points of view from the historical context surrounding an event that influenced the participants;</p> <p>(20)(E) <b>formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic; and</b></p> <p>(20)(F) <b>evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy.</b></p>	<p><b>STUDENT EXPECTATIONS:</b></p> <p>(29)(A) differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about the United States;</p> <p>(29)(B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p> <p>(29)(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;</p> <p>(29)(D) identify bias and points of view created by the historical context surrounding an event;</p> <p>(29)(E) <b>formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic; and</b></p> <p>(29)(F) <b>evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy;</b></p> <p>(29)(G) create a visual representation of historical information such as thematic maps, graphs, and charts representing various aspects of the United States; and</p> <p>(29)(H) pose and answer questions about geographic distributions and patterns shown on maps, graphs, and charts.</p>
Grade 6 Social Studies	Grade 7 Social Studies	Grade 8 Social Studies
<b>COMMUNICATION SKILLS</b>		
<b>KNOWLEDGE AND SKILL STATEMENT:</b> Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:		
<p><b>STUDENT EXPECTATIONS:</b></p> <p>(21)(A) use social studies terminology correctly;</p> <p>(21)(B) incorporate main and supporting ideas in verbal and written communication based on research;</p> <p>(21)(C) express ideas orally based on research and experiences;</p> <p>(21)(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research;</p> <p>(21)(E) use effective written communication skills, including proper citations to avoid plagiarism; and</p> <p>(21)(F) <b>apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.</b></p>	<p><b>STUDENT EXPECTATIONS:</b></p> <p>(22)(A) use social studies terminology correctly;</p> <p>(22)(B) use effective written communication skills, including proper citations and avoiding plagiarism;</p> <p>(22)(C) create written, oral, and visual presentations of social studies information; and</p> <p>(22)(D) <b>apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.</b></p>	<p><b>STUDENT EXPECTATIONS:</b></p> <p>(30)(A) use social studies terminology correctly;</p> <p>(30)(B) use effective written communication skills, including proper citations and avoiding plagiarism;</p> <p>(30)(C) create written, oral, and visual presentations of social studies information; and</p> <p>(30)(D) <b>apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.</b></p>

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<b>GEOGRAPHY SKILLS</b>		
<b>NOTE: Each grade level contains a geography content strand with student expectations focused on geography.</b>		
<b>KNOWLEDGE AND SKILL STATEMENT:</b> Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:		
<p><b>STUDENT EXPECTATIONS:</b></p> <p>(20)(A) 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? Using latitude and longitude, where is it located?;</p> <p>(20)(B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts;</p> <p>(20)(C) compare various world regions and countries using data from maps, graphs, and charts; and</p> <p>(20)(D) create and interpret regional sketch maps, thematic maps, graphs, and charts depicting aspects such as population, disease, and economic activities of various world regions and countries.</p>	<p><b>STUDENT EXPECTATIONS:</b></p> <p>(21)(A) create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19th, 20th, and 21st centuries; and</p> <p>(21)(B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.</p>	
Grade 6 Social Studies	Grade 7 Social Studies	Grade 8 Social Studies
<b>PROBLEM-SOLVING SKILLS</b>		
<b>KNOWLEDGE AND SKILL STATEMENT:</b> Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:		
<p><b>STUDENT EXPECTATIONS:</b></p> <p>(22)(A) describe governmental and democratic processes such as voting, due process, and caucuses using simulations and models; and</p> <p>(22)(B) 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.</p>	<p><b>STUDENT EXPECTATIONS:</b></p> <p>(23)(A) describe governmental and democratic processes such as voting, due process, and caucuses using simulations and models; and</p> <p>(23)(B) 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.</p>	<p><b>STUDENT EXPECTATIONS:</b></p> <p>(31)(A) describe governmental and democratic processes such as voting, due process, and caucuses using simulations and models; and</p> <p>(31)(B) 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.</p>