

Social Studies Newsletter



Thank you for subscribing to the TEA social studies newsletter.

This issue of the TEA social studies newsletter provides information on the following topics:

- **New Social Studies TEKS Resources: Skills Matrices**
- **July Stakeholder Engagement Sessions**
Topic: Clarifying the Social Studies TEKS Being Implemented in the 2024-2025 School Year
Dates: July 15, 16, and 17
- **August Stakeholder Engagement Sessions**
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Dates: August 16 and 27
- **Updated Innovative Course Application Timeline**
- **The Texas Virtual School Network (TXVSN) Can Help Meet Students' Social Studies Course Needs**

New Social Studies TEKS Resources: Skills Matrices

TEA has developed new social studies TEKS resources to support the implementation of the revised social studies standards. The skills matrices provide a detailed look at the social studies skills strand by grade band (kindergarten- grade 5, grades 6-8, grades 9-12). The matrices may be accessed through the [TEA Social Studies web page](#) under the Social Studies TEKS resources section.

GRADES 6-8 SOCIAL STUDIES SKILLS MATRIX		
Grade 6 Social Studies	Grade 7 Social Studies	Grade 8 Social Studies
CRITICAL THINKING SKILLS		
<p>STUDENT CAPACITY: Social studies skills. The student applies critical thinking skills to gather, analyze, and/or information acquired through available research methodologies from a variety of sources, including technology. The student is expected to:</p>		
<p>STUDENT EXPECTATIONS:</p> <p>(6)C differentiate between, locate, and evaluate primary and secondary sources such as maps and news stories, newspapers, magazines, television, and online resources; information from the internet;</p> <p>(6)E analyze information by organizing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p> <p>(6)G organize and compare information from tables, reports, databases, and charts, including graphs, charts, timelines, and maps;</p> <p>(6)H identify a bias and point of view about an issue or current event;</p> <p>(6)I synthesize and evaluate results of research, writing an informed claim supported by evidence and reasoning related to a social studies topic; and</p> <p>(6)J evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy.</p>	<p>STUDENT EXPECTATIONS:</p> <p>(7)C differentiate between, locate, and evaluate primary and secondary sources such as maps and news stories, newspapers, magazines, television, and online resources; information from the internet;</p> <p>(7)E analyze information by applying available and students knowledge through organizing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p> <p>(7)G report and compare information from tables, reports, databases, and charts, including graphs, charts, timelines, and maps;</p> <p>(7)H identify bias and points of view from the individual and/or the media that influenced the participants;</p> <p>(7)I synthesize and evaluate results of research, writing an informed claim supported by evidence and reasoning related to a social studies topic; and</p> <p>(7)J evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy.</p>	<p>STUDENT EXPECTATIONS:</p> <p>(8)C differentiate between, locate, analyze and evaluate primary and secondary sources such as maps and news stories, newspapers, magazines, television, and online resources; information from the internet;</p> <p>(8)E analyze information by organizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p> <p>(8)G report and compare information from tables, reports, databases, and charts, including graphs, charts, timelines, and maps;</p> <p>(8)H identify bias and points of view created by the individual and/or the media that influenced the participants;</p> <p>(8)I synthesize and evaluate results of research, writing an informed claim supported by evidence and reasoning related to a social studies topic;</p> <p>(8)J evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy;</p> <p>(8)K create a clear representation of historical information such as timelines, maps, graphs, and charts representing various aspects of the United States; and</p> <p>(8)L 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
COMMUNICATION SKILLS		
<p>KNOWLEDGE AND SKILL DEVELOPMENT: Social studies skills. The student communicates in oral, written, and digital forms. The student is expected to:</p>		
<p>STUDENT CAPACITY:</p> <p>(6)A use oral and digital technology devices;</p> <p>(6)B organize notes and supporting ideas in oral and/or written communication based on research;</p> <p>(6)C create clear writing based on research and experience;</p> <p>(6)D create notes and oral material various journal entries, reports, graphic organizers, tables, and chronological events on research;</p> <p>(6)E use effective written communication skills, including proper citations in oral presentations; and</p> <p>(6)F create a functional language skills to engage in oral discourse about social studies topics, including those with multiple perspectives.</p>	<p>STUDENT CAPACITY:</p> <p>(7)A use oral and digital technology devices;</p> <p>(7)B use a feedback in the communication skills, including proper citations and avoiding plagiarism;</p> <p>(7)C create notes, oral, and visual presentations of social studies information; and</p> <p>(7)D apply functional language skills to engage in oral discourse about social studies topics, including those with multiple perspectives.</p>	<p>STUDENT CAPACITY:</p> <p>(8)A use oral and digital technology devices;</p> <p>(8)B use effective written communication skills, including proper citations and avoiding plagiarism;</p> <p>(8)C create notes, oral, and visual presentations of social studies information; and</p> <p>(8)D apply functional language skills to engage in oral discourse about social studies topics, including those with multiple perspectives.</p>

July Stakeholder Engagement Sessions

Topic: Clarifying the Social Studies TEKS Being Implemented in the 2024-2025 School Year

Target Audience: Elementary Teachers, Middle School Teachers, High School Teachers, District Administrators, Campus Administrators, Education Service Center Specialists

Session Description: The TEA social studies team will provide a closer look at the new student expectations to be implemented in the upcoming school year. Each of the three sessions is focused on one specific grade-level band.

Dates & Times: Grades K-5: Monday, July 15th @ 10:00 a.m. – 11:00 a.m. [Registration Link](#)

Grades 6-8: Tuesday, July 16th @ 10:00 a.m. – 11:00 a.m. [Registration Link](#) Grades 9-12: Wednesday, July 17th @ 10:00 a.m. – 11:00 a.m. [Registration Link](#)

August Stakeholder Engagement Sessions

Topic: Celebrate Freedom Week

Target Audience: Social Studies Stakeholders: Teachers, District Administrators, Campus Administrators, Education Service Center Specialists, Parents, Professional Organizations

Session Description: The TEA social studies team will focus on Celebrate Freedom Week ([TEC § 29.907](#)), which occurs each year during the week that includes September 17. During this week Texas schools emphasize the values and ideals on which the United States was founded as well as the sacrifices that were made for freedom in the founding of the country. This TEA stakeholder engagement session will highlight Texas Essential Knowledge and Skills (TEKS) and required instruction related to Celebrate Freedom Week and instructional resources found on the TEA Celebrate Freedom Week web page.

Dates & Times: Monday, August 26th @ 11:30 a.m. – 12:30 p.m. [Registration Link](#)
Tuesday, August 27th @ 12:00 p.m. – 1:00 p.m. [Registration Link](#)

Updated Innovative Course Application

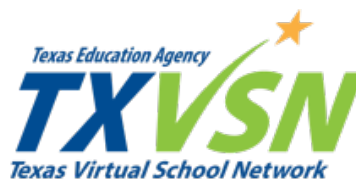
To benefit both innovative course applicants and LEAs (local education agencies) who wish to implement innovative courses, the timeline for future innovative course application cycles has been updated. The updated timeline is designed to provide additional time for the following:

- Applicants to complete applications
- Applicants to receive local board approval
- Applicants to complete course pilots and analyze data
- Districts and open-enrollment charters to plan for innovative course implementation

Courses that are approved will be available for implementation beginning with the 2025-2026 school year.

The 2025-2026 application cycle for innovative courses closes on **September 13, 2024**. The complete innovative course application timeline is available on the [TEA innovative courses webpage](#).

The Texas Virtual School Network (TXVSN) Can Help Meet Students' Social Studies Course Needs



Need help meeting a student's social studies course needs?

The [Texas Virtual School Network \(TXVSN\)](#) can help meet students' needs through TEA-approved online courses. The TXVSN statewide course catalog provides schools and students access to high school, Advanced Placement, career and technical education, and dual credit courses for initial credit or credit recovery. The [course catalog](#) provides fifteen unique social studies courses to help students meet their learning goals and graduation requirements.

Thank you for your commitment to serving Texas students.

Social Studies Team
Curriculum Standards and Student Support Division
curriculum@tea.texas.gov
(512) 463-9581