

GRADES 6-8 SOCIAL STUDIES SKILLS MATRIX

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

Grade 6	Grade 7	Grade 8
CRITICAL THINKING SKILLS		

KNOWLEDGE AND SKILL STATEMENT: 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:

Grade 6	Grade 7	Grade 8
COMMUNICATION SKILLS		

KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

<p>STUDENT EXPECTATIONS:</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) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.</p>	<p>STUDENT EXPECTATIONS:</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) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.</p>	<p>STUDENT EXPECTATIONS:</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) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.</p>
--	--	--

GRADES 6-8 SOCIAL STUDIES SKILLS MATRIX

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

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