KINDERGARTEN-GRADE 5 SOCIAL STUDIES SKILLS MATRIX

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

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Gra
		CRITICAL THI	NKING SKILLS		
NOWLEDGE AND SKILL STATEMENT: Social studies skil	lls. The student applies critical-thinking skills to organize and				
	STUDENT EXPECTATIONS:	STUDENT EXPECTATIONS:	STUDENT EXPECTATIONS:	STUDENT EXPECTATIONS:	STUDENT EXPECTATIONS
 STUDENT EXPECTATIONS: 13)(A) identify and state facts based on relevant evidence; 13)(B) identify different kinds of historical sources and artifacts and explain how they can be used to study the bast; 13)(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, nusic, pictures, symbols, and artifacts with adult assistance; and 13)(D) sequence and categorize information. 	(16)(A) identify and state facts based on relevant evidence;	STUDENT EXPECTATIONS: (15)(A) identify and state facts based on relevant evidence; (15)(B) identify different kinds of historical sources and artifacts and explain how they can be used to study the past; (15)(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance; and (15)(D) sequence and categorize information.	 STUDENT EXPECTATIONS: (14)(A) gather information, including historical and current events and geographic data, about the community using a variety of resources; (14)(B) differentiate and compare the information about a specific issue or event provided in primary and secondary sources; (14)(C) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting; (14)(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps; (14)(E) identify the central claim in a primary or secondary source; and (14)(F) develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic. 	 (19)(A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas; (19)(B) differentiate and compare the information about a specific issue or event provided in primary and secondary sources; (19)(C) 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; (19)(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; 	 (23)(A) differentiate betwee primary and secondary second
				supporting evidence visually, orally, or in writing related	(23)(H) develop and com
	Crede 1	Cuede 2	Crede 2	to a social studies topic.	supporting evidence visu to a social studies topic.
Kindergarten	Grade 1	Grade 2	Grade 3		supporting evidence visuate to a social studies topic.
Kindergarten	Grade 1		Grade 3 ATION SKILLS	to a social studies topic.	Gra
Kindergarten KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student communicates in oral and visual forms. The student is expected to:	Grade 1 KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:			to a social studies topic.	supporting evidence visua to a social studies topic.
KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student communicates in oral and visual forms. The student is expected to:	KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student communicates in oral,	COMMUNIC KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected	ATION SKILLS KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected	to a social studies topic. Grade 4 KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected	supporting evidence visua to a social studies topic. Gra KNOWLEDGE AND SKILL Social studies skills. The s written, oral, and visual for
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KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student communicates in oral	 KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to: STUDENT EXPECTATIONS: (17)(A) use a simple timeline to distinguish among past, present, and future; (17)(B) use a calendar to describe and measure time in days, weeks, months, and years; (17)(C) communicate information visually, orally, or in writing based on knowledge and experiences in social studies; (17)(D) create and interpret visuals, including pictures and maps; (17)(E) use social studies terminology correctly; and 	COMMUNICA KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: STUDENT EXPECTATIONS: (16)(A) describe the order of events by using designations of time periods such as historical and present times; (16)(B) apply vocabulary related to chronology, including past, present, and future; (16)(C) create and interpret timelines for events in the past and present; (16)(D) use social studies terminology correctly; (16)(E) communicate information visually, orally, or in writing based on knowledge and experiences in social	ATION SKILLS KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: STUDENT EXPECTATIONS: (15)(A) use social studies terminology correctly; (15)(B) create and interpret timelines; (15)(C) apply the terms year, decade, and century to describe historical times; (15)(D) express ideas orally based on knowledge and experiences; (15)(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas; and	to a social studies topic. Grade 4 KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: STUDENT EXPECTATIONS: (21)(A) use social studies terminology correctly; (21)(B) apply vocabulary related to chronology, including past, present, and future; (21)(C) express ideas orally based on research and experiences; (21)(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and (21)(E) apply foundational language skills to engage in civil discourse about social studies topics, including	supporting evidence visua to a social studies topic. Gra KNOWLEDGE AND SKILL S Social studies skills. The s written, oral, and visual for to: STUDENT EXPECTATIONS (25)(A) use social studies (25)(B) incorporate main and written communicati (25)(C) express ideas oral experiences; (25)(D) create written and journal entries, reports, g and bibliographies; and

Grade 5

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between, locate, and use valid ry sources such as technology; es; oral, print, and visual material; acts to acquire information about

sk questions about the credibility primary and secondary sources;

nation by applying absolute and nrough sequencing, categorizing, I-effect relationships, comparing, he main idea, summarizing, making predictions, and drawing inferences

interpret information in outlines, nd visuals, including graphs, I maps;

ent points of view about an issue, t, or current event;

storical context of an event;

entral claim in a primary or d

communicate a claim and visually, orally, or in writing related bic.

Grade 5

(ILL STATEMENT: The student communicates in Ual forms. The student is expected

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nain and supporting ideas in verbal ication;

orally based on research and

n and visual material such as ts, graphic organizers, outlines, nd

ional language skills to engage in social studies topics, including erspectives.

KINDERGARTEN-GRADE 5 SOCIAL STUDIES SKILLS MATRIX

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

Kindergarten	Grade 1	Gra			
	NOTE: Each grade	level contains a ge			
Kindergarten	Grade 1	Gra			
KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student uses problem-solving and decision-making skills, working independently					
STUDENT EXPECTATIONS: (15)(A) use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community; and	STUDENT EXPECTATIONS: (18)(A) use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community; and	STUDENT EXPECTATIONS: (17)(A) use democratic pro others when making decisi classroom, school, or comr			
(15)(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.	(18)(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.	(17)(B) use problem-solving processes to identify a prol and consider options, cons disadvantages, choose and evaluate the effectiveness			

ade 2	Grade 3	Grade 4	Gi
	PHY SKILLS trand with student expectations focus	sed 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:	KNOWLEDGE AND SKILL Social studies skills. The to collect, analyze, and in expected to:
		 STUDENT EXPECTATIONS: (20)(A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps; and (20)(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps. 	STUDENT EXPECTATION (24)(A) apply mapping el legends, symbols, scales and interpret maps; and (24)(B) interpret geograp distribution, and natural formats such as graphs a
ade 2	Grade 3	Grade 4	Gi
PROBLEM-SO	LVING SKILLS		
y and with others. The student	is expected to:		
cocedures to collaborate with sions on issues in the nmunity; and ng and decision-making oblem, gather information, list nsider advantages and ind implement a solution, and s of the solution.	STUDENT EXPECTATIONS: (16)(A) use democratic procedures to simulate making decisions on school, local, or state issues; and (16)(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: (22)(A) use democratic procedures to simulate making decisions on school, local, or state issues; 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 EXPECTATION (26)(A) use democratic p decisions on school, loca (26)(B) use problem-solv processes to identify a p and consider options, co disadvantages, choose a evaluate the effectivene

Grade 5

(ILL STATEMENT:

he student uses geographic tools nd interpret data. The student is

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g elements, including grid systems, ales, and compass roses, to create and

graphic data, population aral resources into a variety of hs and maps.

Grade 5

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solving and decision-making a problem, gather information, list , consider advantages and se and implement a solution, and eness of the solution.