



Stakeholder Engagement: Clarifying the Social Studies TEKS 2024– 2025 School Year

Social Studies Sessions

Grades K-5: Monday, July 15th @ 10:00 a.m.

Grades 6-8: Tuesday, July 16th @ 10:00 a.m.

High School: Wednesday, July 17th @ 10:00 a.m.

Social Studies and Reading Language Arts Team

Jim Doris

Director of Social Studies and Reading Language Arts

Jim.Doris@tea.texas.gov

Jenny Gaona

Social Studies Content Specialist

Jenny.Gaona@tea.texas.gov

Tim Bryant

K-8 RLA and Social Studies Content Specialist

Tim.Bryant@tea.texas.gov

Guiomar Andújar

Spanish Content Specialist

Guiomar.Andujar@tea.texas.gov

Tamara Robert

Reading Language Arts Content Specialist

Tamara.Robert@tea.texas.gov

Agenda and Objectives for July Sessions



AGENDA	OBJECTIVES
Overview of Social Studies Stakeholder Engagement Sessions	Review the goals, future topics, and schedule for Social Studies Stakeholder Engagement Sessions
Main Focus: Clarifying the Kindergarten- Grade 5, Grades 6-8, and High School Social Studies TEKS Being Implemented in the 2024-2025 School Year	<ul style="list-style-type: none">• Review new TEKS at each grade level• Share resources to support the understanding of the revised social studies TEKS
Questions and Discussion	Provide opportunity for questions and discussion
Stakeholder Engagement	Discuss future communications and collect feedback



Overview of Social Studies Stakeholder Engagement Sessions



WE ARE PEOPLE-CENTERED

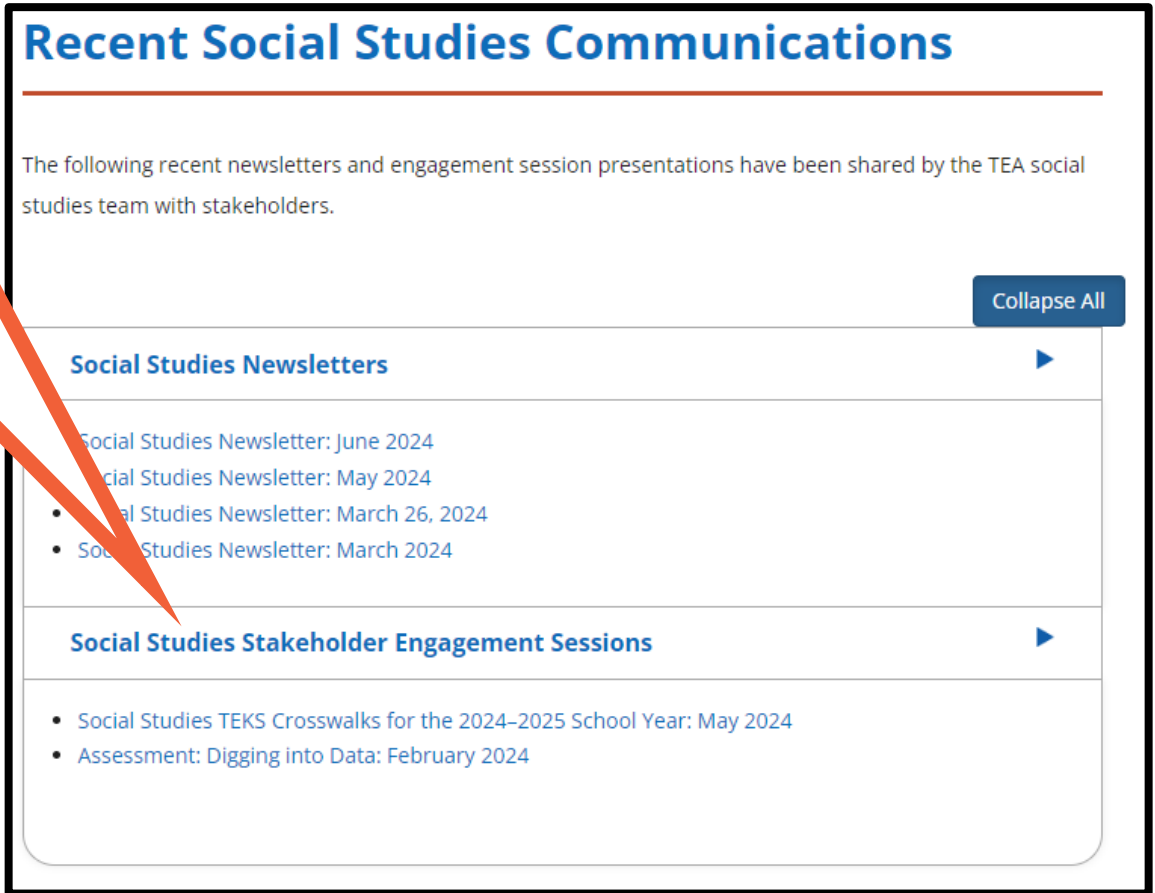
TEA is committed to enhancing opportunities for stakeholder engagement across the state of Texas.

Social Studies Stakeholder Engagement Session Goals

- Share information on topics related to social studies
- Provide opportunities for general questions and discussion related to social studies
- Collect feedback from social studies stakeholders across the state of Texas
- Build relationships with social studies stakeholders

Past Stakeholder Engagement Sessions

Following the Social Studies Stakeholder Engagement Sessions, TEA presentations are posted on the [TEA social studies web page](#) under the “Recent Social Studies Communications” section.



Recent Social Studies Communications

The following recent newsletters and engagement session presentations have been shared by the TEA social studies team with stakeholders.

[Collapse All](#)

Social Studies Newsletters

- Social Studies Newsletter: June 2024
- Social Studies Newsletter: May 2024
- Social Studies Newsletter: March 26, 2024
- Social Studies Newsletter: March 2024

Social Studies Stakeholder Engagement Sessions

- Social Studies TEKS Crosswalks for the 2024–2025 School Year: May 2024
- Assessment: Digging into Data: February 2024



Upcoming August Sessions Topic: Celebrate Freedom Week

August Sessions and Registration



Sessions Topic: **Celebrate Freedom Week**

Session Description: In these stakeholder engagement sessions, 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 each year, 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.



Upcoming August Sessions Topic: Celebrate Freedom Week

August Sessions and Registration

August 2024

Topic: Celebrate Freedom Week

Target Audience: All Social Studies

Stakeholders: Teachers, District Administrators, Campus Administrators, Education Service Center Specialists, Parents, Professional Organizations

Monday, August 26th

11:30 a.m. - 12:30 p.m.

Registration Link:

<https://zoom.us/meeting/register/tJEqc-iurTsrGdKm40Ua-MjAPaxSRRKe-qkr>

Tuesday, August 27th

12:00 p.m. - 1:00 p.m.

Registration Link:

<https://zoom.us/meeting/register/tJlod--vpzkuEtT-vdz7mi2N8hhrSiSPV7RN>

August 26, 2024

11:30 a.m. - 12:30 p.m.

www.bit.ly/SSSESCF8-26



August 27, 2024

12:00 p.m. - 1:00 p.m.

www.bit.ly/SSSESCF8-27



The information shared will be the same in each meeting.



Social Studies TEKS Revisions: Review of Previously Shared Resources

REMINDER: Revised social studies TEKS adopted in 2022 will be implemented in the upcoming 2024-2025 school year.

Adopted Revisions to 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies for Subchapter A, Elementary; Subchapter B, Middle School; and Subchapter C, High School

These revisions reflect the requirements of Senate Bill 3 from the 87th Texas Legislature, 2nd Called Session, 2021, and were approved by the SBOE.

Social Studies TEKS Revisions

www.bit.ly/SSteksRevisions2024_2025

The revised social studies standards will be published in 19 TAC Chapter 113 on their effective date, August 1st, 2024.



2024-2025



TEA Resource: Crosswalks for the 2024-2025 Social Studies TEKS

Grade Level/Course Summary of TEKS Revisions to Be Implemented in 2024-2025

Crosswalk from 2018 TEKS to 2022 TEKS to Be Implemented in the 2024-2025 School Year

GRADE 8 SOCIAL STUDIES, CROSSWALK FROM 2018 TEKS TO 2022 TEKS IMPLEMENTED IN 2024-2025

Grade 8 Social Studies TEKS Revisions Implemented in the 2024-2025 School Year

The State Board of Education (SBOE) adopted revisions in 2022 to the social studies TEKS that align with legislative requirements passed in the 87th Legislature. The revisions update the standards for Kindergarten–Grade 8 and five high-school courses. For more information related to the social studies TEKS revision and implementation, please visit the [2021-2022 Social Studies TEKS Review web page](#).

New Standards Added for Implementation in the 2024-2025 School Year

- (5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:
 - (B) explain the effects of the Fugitive Slave Act of 1793
- (7) History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:
 - (C) analyze the impact of the Fugitive Slave Act of 1850 on slavery, free Blacks, and abolitionists
- (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 technology. The student is expected to:
 - E) formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic;
- (30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
 - (D) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives
- (31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:
 - (A) describe governmental and democratic processes including voting, due process, and caucuses using simulations and models
 - (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

Revised Standards for Implementation in the 2024-2025 School Year

- (17) Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to:
 - (A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason, and explain how their debates exemplify civil discourse
- (24) Culture. The student understands the major reform movements of the 19th century. The student is expected to:
 - (A) describe and evaluate the historical development of the abolition movement, including activities that focused attention on the moral ills of slavery
- (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 technology. The student is expected to:
 - (F) evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy

Renumbered Standards for Implementation in the 2024-2025 School Year

- (5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:
 - ~~(B)~~(C) summarize arguments regarding protective tariffs, taxation, and the banking system;

Copyright © Texas Education Agency 2024. All rights reserved.

Page 1 of 13

Grade 8 Social Studies

GRADE 8 SOCIAL STUDIES, CROSSWALK FROM 2018 TEKS TO 2022 TEKS IMPLEMENTED IN 2024-2025

Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&S) statement
Green Text = language or standard addition/edit

2018 TEKS	2024-2025 TEKS
(4)(A) analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War;	(4)(A) analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War;
(4)(B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Crispus Attucks, King George III, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington;	(4)(B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Crispus Attucks, King George III, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington;
(4)(C) explain the issues surrounding important events of the American Revolution, including declaring independence; fighting the battles of Lexington and Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783; and	(4)(C) explain the issues surrounding important events of the American Revolution, including declaring independence; fighting the battles of Lexington and Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783; and
(4)(D) analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise.	(4)(D) analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise.
(5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:	(5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:
(5)(A) describe major domestic problems faced by the leaders of the new republic, including maintaining national security, creating a stable economic system, and setting up the court system;	(5)(A) describe major domestic problems faced by the leaders of the new republic, including maintaining national security, creating a stable economic system, and setting up the court system;
(5)(B) summarize arguments regarding protective tariffs, taxation, and the banking system;	(5)(B) (C) summarize arguments regarding protective tariffs, taxation, and the banking system;
(5)(C) explain the origin and development of American political parties;	(5)(C) (D) explain the origin and development of American political parties;
(5)(D) explain the causes, important events, and effects of the War of 1812;	(5)(D) (E) explain the causes, important events, and effects of the War of 1812;
(5)(E) identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine;	(5)(E) (F) identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine;

Copyright © Texas Education Agency 2024. All rights reserved.

Page 4 of 13

Grade 8 Social Studies



Grade Level/Course TEKS Crosswalks: TEKS Revisions

First Page: Grade Level/Course Summary of TEKS Revisions to Be Implemented in 2024-2025

GRADE 6 SOCIAL STUDIES, CROSSWALK FROM 2018 TEKS to 2022 TEKS IMPLEMENTED IN 2024-2025

Grade 6 Social Studies TEKS Revisions Implemented in the 2024-2025 School Year

The State Board of Education (SBOE) adopted revisions in 2022 to the social studies TEKS that align with legislative requirements passed in the 87th Legislature. The revisions update the standards for Kindergarten–Grade 8 and five high-school courses. For more information related to the social studies TEKS revision and implementation, please visit the [2021-2022 Social Studies TEKS Review web page](#).

New Standards Added for Implementation in the 2024-2025 School Year

(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research procedures to solve problems from a variety of valid sources, including technology. The student is expected to:

- (E) formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic; and
- (F) evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy.

(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (F) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives

(22) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:

- (A) describe governmental and democratic processes such as voting, due process, and caucuses using simulations and models;

Renumbered Standards for Implementation in the 2024-2025 School Year

(22) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:

- (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.

On page one, we have divided the TEKS revisions into three categories:

1. New student expectation
2. Revised student expectation
3. Renumbered student expectation



Not all grade levels/courses will have all three categories.

Grade Level/Course TEKS Crosswalks: TEKS Revisions Summary

First Page: Grade Level/Course Summary of TEKS Revisions to Be Implemented in 2024-2025

GRADE 6 SOCIAL STUDIES, CROSSWALK FROM 2018 TEKS to 2022 TEKS IMPLEMENTED IN 2024-2025

Grade 6 Social Studies TEKS Revisions Implemented in the 2024-2025 School Year

The State Board of Education (SBOE) adopted revisions in 2022 to the social studies TEKS that align with legislative requirements passed in the 87th Legislature. The revisions update the standards for Kindergarten–Grade 8 and five high-school courses. For more information related to the social studies TEKS revision and implementation, please visit the [2021-2022 Social Studies TEKS Review web page](#).

New Standards Added for Implementation in the 2024-2025 School Year

(19) 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:

- (E) formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic; and
- (F) evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy.

(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (F) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives

(22) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:

- (A) describe governmental and democratic processes such as voting, due process, and caucuses using simulations and models;

Renumbered Standards for Implementation in the 2024-2025 School Year

(22) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:

- (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.

On page one, we have divided the TEKS revisions into three categories:

1. New student expectation
2. Revised student expectation
3. Renumbered student expectation

Not all grade levels/courses will have all three categories.



Grade Level/Course TEKS Crosswalks

GRADE 2 SOCIAL STUDIES, CROSSWALK FROM 2018 TEKS TO 2022 TEKS IMPLEMENTED IN 2024-2025

Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&S) statement

Green Text = new or revised SE or K&S statement

2018 TEKS	2024-2025 TEKS
(13)(A) describe how science and technology have affected communication, transportation, and recreation; and	(13)(A) describe how science and technology have affected communication, transportation, and recreation; and
(13)(B) explain how science and technology have affected the ways in which people meet basic needs.	(13)(B) explain how science and technology have affected the ways in which people meet basic needs.
(14) Science, technology, and society. The student identifies individuals who exhibited individualism and inventiveness. The student is expected to identify individuals who have exhibited individualism and inventiveness such as Amelia Earhart and George Washington Carver.	(14) Science, technology, and society. The student identifies individuals who exhibited individualism and inventiveness. The student is expected to identify individuals who have exhibited individualism and inventiveness such as Amelia Earhart and George Washington Carver.
(15) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:	(15) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:
	(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)(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts; and	(15) (A) (C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts; and
(15)(B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting.	(15) (B) (D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting.
(16) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(16) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
(16)(A) describe the order of events by using designations of time periods such as historical and present times;	(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)(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)(C) create and interpret timelines for events in the past and present;
(16)(D) use social studies terminology correctly;	(16)(D) use social studies terminology correctly;
(16)(E) express ideas orally based on knowledge and experiences; and	(16)(E) communicate information visually, orally, or in writing based on knowledge and experiences in social studies; express ideas orally based on knowledge and experiences; and
(16)(F) create written and visual material such as stories, maps, and graphic organizers to express ideas.	(16)(F) create written and visual material such as stories, maps, and graphic organizers to express ideas; and

Color coded legend

New student expectation

Renumbered student expectation

Revised student expectation





Where Are the Crosswalks Located?

To access grade level/course TEKS revision crosswalks, please visit the TEA social studies web page.

www.bit.ly/TEAss

www.tea.texas.gov/academics/subject-areas/social-studies

[Collapse All](#)

Elementary Skills Matrix and Crosswalks ▶

- [Elementary Skills 2024-2025 Skills Matrix](#)
- [Kindergarten 2024-2025 Social Studies TEKS Crosswalk](#)
- [Grade 1 2024-2025 Social Studies TEKS Crosswalk](#)
- [Grade 2 2024-2025 Social Studies TEKS Crosswalk](#)
- [Grade 3 2024-2025 Social Studies TEKS Crosswalk](#)
- [Grade 4 2024-2025 Social Studies TEKS Crosswalk](#)
- [Grade 5 2024-2025 Social Studies TEKS Crosswalk](#)

Middle School Skills Matrix and Crosswalks ▼

High School Skills Matrix and Crosswalks ▼

[TEA Presentation](#) ▼

Frequently Asked Questions

The State Board of Education (SBOE) has authority for the review and adoption of the Texas Essential Knowledge and Skills (TEKS) for each subject of the required curriculum. The SBOE gave final approval to the social studies TEKS revisions at the November 2022 SBOE meeting.

1. [When were the social studies TEKS revisions approved?](#)
2. [When will the revised social studies TEKS be implemented in classrooms?](#)
3. [Where can I find the revised social studies TEKS that will be implemented in classrooms in the 2024-2025 school year?](#)
4. [What was the focus of the social studies TEKS revision?](#)
5. [Where can I find more information about the 2021-2022 social studies TEKS revision?](#)
6. [When will social studies come before the State Board of Education for the next TEKS revision?](#)
7. [Will there be a call for new instructional materials to address the social studies TEKS revisions?](#)
8. [When will the State Board of Education call for new instructional materials for social studies?](#)
9. [When does TEA anticipate publishing a formal cycle of annual curriculum areas for TEKS review and adoption of new instructional materials?](#)
10. [Do currently adopted products qualify for the new instructional materials allotments provided in HB 1605?](#)

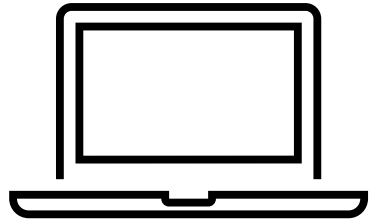
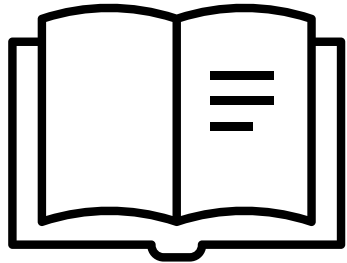
1. **When were the social studies TEKS revisions approved?**
The State Board of Education (SBOE) gave final approval on November 18, 2022, to the social studies revisions.
2. **When will the revised social studies TEKS be implemented in classrooms?**
The SBOE determined that the revised social studies standards will be implemented in the 2024–25 school year.
3. **Where can I find the revised social studies TEKS that will be implemented in classrooms in the 2024-2025 school year?**
The adopted revisions to the social studies TEKS are available on the [Adopted State Board of Education Rules – Not Yet Effective web page](#).

Social Studies TEKS Revision and Instructional Materials FAQ document

This document is posted on the
TEA social studies web page.

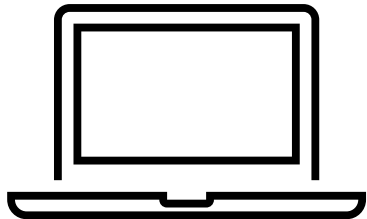
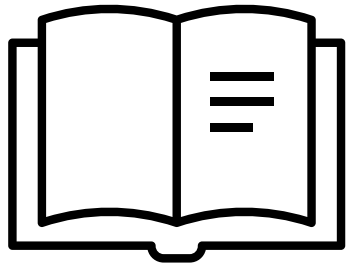
[https://tea.texas.gov/academics/
subject-areas/social-studies](https://tea.texas.gov/academics/subject-areas/social-studies)

www.bit.ly/TEAss



Instructional Materials

- The State Board of Education (SBOE) voted on November 18th, 2022, to amend their [instructional materials adoption cycle](#) to remove *Proclamation 2025*, which would have included a call for new social studies materials.
- To address the revisions to the social studies TEKS that were adopted in November 2022, the SBOE advised TEA staff to offer publishers of SBOE-adopted social studies materials the opportunity to update their materials.



Instructional Materials

- The *Proclamation 2015* contracts with the social studies publishers expired at the end of the 2022–23 school year. The publishers of SBOE-adopted social studies materials were offered the opportunity to renew their contracts for the gap years. The renewal packages are on the [current adoption bulletin](#).
- The instructional materials review and approval process changed as a result of HB 1605 (88th Legislature, Regular Session, 2023). The first IMRA review called for math and reading language arts materials. The SBOE has not yet indicated when it will include social studies in the IMRA process.
- Districts received their biennial instructional materials and technology allotment in September 2023. While there is not money specifically set aside for gap-years materials, districts are able to spend that funding on materials needed to meet the district’s needs and to cover 100% of the TEKS.

Committee of the Full Board

Wednesday, November 15th, 2023, [Item 6](#)

- Amie Phillips, director, instructional materials review and approval, district operations, technology, and sustainability supports division, provided an update on K–12 instructional materials for social studies and an overview of the history of the current social studies TEKS.
- Ms. Phillips noted that the alignment of the TEKS to requirements in Senate Bill 3, 87th Texas Legislature, Second Called Session, 2021, has resulted in TEKS coverage reports for social studies instructional materials that are no longer accurate.
- The SBOE instructed TEA to recalculate TEKS coverage of approved K–12 social studies instructional materials and follow the existing approved process to allow publishers to submit updated instructional materials for review.

Video Recording
11/15/23 Part 2
(Start at 4:29:00 for Item #6)

www.bit.ly/SBOE11-15





Grades K-5

**Resources to Support Understanding of the Social Studies
TEKS Being Implemented in the 2024-2025 School Year**

**New Standards
Added for
Implementation
in the 2024-
2025 School
Year**

Grades K-5 Content Standards

Grade Level	Standard
Kindergarten	No new content standards
Grade 1	No new content standards
Grade 2 Citizenship Strand	(11)(C) use voting as a method for group decision making
Grade 3 Citizenship Strand	(9)(E) use voting as a method for group decision making
Grade 4 Citizenship Strand	(15)(F) use voting as a method for group decision making
Grade 5 Citizenship Strand	(17)(C) use voting as a method for group decision making

What questions do you have regarding the new student expectation shown above, that is introduced in Grade 2?



Grades 6-8

**Resources to Support Understanding of the Social Studies
TEKS Being Implemented in the 2024-2025 School Year**



New and Revised Standards for Implementation the 2024-2025 School Year

Grades 6-8 Content Standards

Grade Level Strand	Standard
Grade 6	No new content standards
Grade 7	No new content standards
Grade 8 History Strand	(5) The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to: (B) explain the effects of the Fugitive Slave Act of 1793
Grade 8 History Strand	(7) The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to: (C) analyze the impact of the Fugitive Slave Act of 1850 on slavery, free Blacks, and abolitionists
Grade 8 Government Strand	(17) The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to: (A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason, and explain how their debates exemplify civil discourse
Grade 8 Culture Strand	(24) Culture. The student understands the major reform movements of the 19th century. The student is expected to: (A) describe and evaluate the historical development of the abolition movement, including activities that focused attention on the moral ills of slavery

New and Revised Skills Standards for Implementation in the 2024-2025 School Year

In the introduction of the social studies TEKS for each course and grade level, (3) states:

The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.

K-12 Social Studies Skills Strand

- Critical Thinking Skills
- Communication Skills
- Geography Skills
- Problem-Solving Skills

Kindergarten-Grade 5 Social Studies Skills Matrix

Page 1: Critical Thinking Skills

Page 2: Communication Skills

KINDERGARTEN-GRADE 5 SOCIAL STUDIES SKILLS MATRIX

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

Kindergarten Social Studies	Grade 1 Social Studies	Grade 2 Social Studies	Grade 3 Social Studies	Grade 4 Social Studies	Grade 5 Social Studies
CRITICAL THINKING SKILLS					
KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:					
STUDENT EXPECTATIONS: (13)(A) identify and state facts based on relevant evidence;	STUDENT EXPECTATIONS: (14)(A) identify and state facts based on relevant evidence;	STUDENT EXPECTATIONS: (15)(A) identify and state facts based on relevant evidence;	STUDENT EXPECTATIONS: (16)(A) gather information, including historical and current events and geographic data, about the community using a variety of resources;	STUDENT EXPECTATIONS: (17)(A) differentiate between, locate, and use valid primary and secondary sources such as technology, interviews, biographies, oral, print, and visual materials, documents, and artifacts to acquire information about Texas;	STUDENT EXPECTATIONS: (18)(A) differentiate between, locate, and use valid primary and secondary sources such as technology, interviews, biographies, oral, print, and visual materials, documents, and artifacts to acquire information about the United States;
(13)(B) identify different kinds of historical sources and artifacts and explain how they can be used to study the past;	(14)(B) identify different kinds of historical sources and artifacts and explain how they can be used to study the past;	(15)(B) identify different kinds of historical sources and artifacts and explain how they can be used to study the past;	(16)(B) differentiate and compare the information about a specific issue or event provided in primary and secondary sources;	(17)(B) differentiate and compare the information about a specific issue or event provided in primary and secondary sources;	(18)(B) identify and ask questions about the credibility of different kinds of primary and secondary sources;
(13)(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	(14)(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)(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	(16)(C) interpret oral, visual, and print materials by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting;	(17)(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;	(18)(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;
(13)(D) sequence and categorize information.	(14)(D) sequence and categorize information.	(15)(D) sequence and categorize information.	(16)(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps;	(17)(D) identify the central claim in a primary or secondary source; and	(18)(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
			(16)(E) identify different points of view about an issue, topic, historical event, or current event;	(17)(E) identify the historical context of an event;	(18)(E) identify different points of view about an issue, topic, historical event, or current event;
			(16)(F) identify the central claim in a primary or secondary source; and	(17)(F) identify the central claim in a primary or secondary source; and	(18)(F) identify the central claim in a primary or secondary source; and
			(16)(G) develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic.	(17)(G) develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic.	(18)(G) develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic.

Kindergarten Social Studies	Grade 1 Social Studies	Grade 2 Social Studies	Grade 3 Social Studies	Grade 4 Social Studies	Grade 5 Social Studies
COMMUNICATION SKILLS					
KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:					
STUDENT EXPECTATIONS: (14)(A) place events in chronological order;	STUDENT EXPECTATIONS: (17)(A) use a simple timeline to distinguish among past, present, and future;	STUDENT EXPECTATIONS: (18)(A) use a calendar to describe and measure time in days, weeks, months, and years;	STUDENT EXPECTATIONS: (21)(A) use social studies terminology correctly;	STUDENT EXPECTATIONS: (22)(A) use social studies terminology correctly;	STUDENT EXPECTATIONS: (23)(A) use social studies terminology correctly;
(14)(B) use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow;	(17)(B) use a calendar to describe and measure time in days, weeks, months, and years;	(18)(B) apply vocabulary related to chronology, including past, present, and future;	(21)(B) create and interpret timelines;	(22)(B) apply vocabulary related to chronology, including past, present, and future;	(23)(B) incorporate main and supporting ideas in verbal and written communication;
(14)(C) communicate information visually, orally, or in writing based on knowledge and experiences in social studies;	(17)(C) communicate information visually, orally, or in writing based on knowledge and experiences in social studies;	(18)(C) create and interpret timelines for events in the past and present;	(21)(C) express ideas orally based on research and experiences;	(22)(C) express ideas orally based on research and experiences;	(23)(C) express ideas orally based on research and experiences;
(14)(D) create and interpret visuals, including pictures and maps; and	(17)(D) create and interpret visuals, including pictures and maps;	(18)(D) use social studies terminology correctly;	(21)(D) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas; and	(22)(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and biographies; and	(23)(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and biographies; and
(14)(E) apply and practice classroom rules and procedures for listening and responding respectfully.	(17)(E) apply and practice classroom rules and procedures for listening and responding respectfully.	(18)(E) create written and visual material such as stories, maps, and graphic organizers to express ideas; and	(21)(E) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.	(22)(E) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.	(23)(E) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.
		(18)(F) apply and practice classroom rules and procedures for listening and responding respectfully.			

Page 3: Geography Skills

Page 3: Problem-Solving Skills

KINDERGARTEN-GRADE 5 SOCIAL STUDIES SKILLS MATRIX

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

Kindergarten Social Studies	Grade 1 Social Studies	Grade 2 Social Studies	Grade 3 Social Studies	Grade 4 Social Studies	Grade 5 Social Studies
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:	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) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps; and	STUDENT EXPECTATIONS: (24)(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.	(24)(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.
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: (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 procedures to collaborate with others when making decisions on issues in the classroom, school, or community; and	STUDENT EXPECTATIONS: (16)(A) use democratic procedures to simulate making decisions on school, local, or state issues; and	STUDENT EXPECTATIONS: (22)(A) use democratic procedures to simulate making decisions on school, local, or state issues; and	STUDENT EXPECTATIONS: (26)(A) use democratic procedures to simulate making decisions on school, local, or state issues; and
(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 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.	(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.	(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.	(26)(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.

Kindergarten-Grade 5: Critical Thinking Skills

KINDERGARTEN-GRADE 5 SOCIAL STUDIES SKILLS MATRIX

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

Kindergarten Social Studies	Grade 1 Social Studies	Grade 2 Social Studies	Grade 3 Social Studies	Grade 4 Social Studies	Grade 5 Social Studies
CRITICAL THINKING SKILLS					
KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:					
<p>STUDENT EXPECTATIONS: (13)(A) identify and state facts based on relevant evidence;</p> <p>(13)(B) identify different kinds of historical sources and artifacts and explain how they can be used to study the past;</p> <p>(13)(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</p> <p>(13)(D) sequence and categorize information.</p>	<p>STUDENT EXPECTATIONS: (16)(A) identify and state facts based on relevant evidence;</p> <p>(16)(B) identify different kinds of historical sources and artifacts and explain how they can be used to study the past;</p> <p>(16)(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</p> <p>(16)(D) sequence and categorize information.</p>	<p>STUDENT EXPECTATIONS: (15)(A) identify and state facts based on relevant evidence;</p> <p>(15)(B) identify different kinds of historical sources and artifacts and explain how they can be used to study the past;</p> <p>(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</p> <p>(15)(D) sequence and categorize information.</p>	<p>STUDENT EXPECTATIONS: (14)(A) gather information, including historical and current events and geographic data, about the community using a variety of resources;</p> <p>(14)(B) differentiate and compare the information about a specific issue or event provided in primary and secondary sources;</p> <p>(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;</p> <p>(14)(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps;</p> <p>(14)(E) identify the central claim in a primary or secondary source; and</p> <p>(14)(F) develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic.</p>	<p>STUDENT EXPECTATIONS: (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;</p> <p>(19)(B) differentiate and compare the information about a specific issue or event provided in primary and secondary sources;</p> <p>(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;</p> <p>(19)(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;</p> <p>(19)(E) identify different points of view about an issue, topic, historical event, or current event;</p> <p>(19)(F) identify the central claim in a primary or secondary source; and</p> <p>(19)(G) develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic.</p>	<p>STUDENT EXPECTATIONS: (23)(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 the United States;</p> <p>(23)(B) identify and ask questions about the credibility of different kinds of primary and secondary sources;</p> <p>(23)(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;</p> <p>(23)(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;</p> <p>(23)(E) identify different points of view about an issue, topic, historical event, or current event;</p> <p>(23)(F) identify the historical context of an event;</p> <p>(23)(G) identify the central claim in a primary or secondary source; and</p> <p>(23)(H) develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic.</p>

Kindergarten-Grade 5: Communication Skills

KINDERGARTEN-GRADE 5 SOCIAL STUDIES SKILLS MATRIX

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

Kindergarten Social Studies	Grade 1 Social Studies	Grade 2 Social Studies	Grade 3 Social Studies	Grade 4 Social Studies	Grade 5 Social Studies
COMMUNICATION SKILLS					
<p>KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student communicates in oral and visual forms. The student is expected to:</p> <p>STUDENT EXPECTATIONS: (14)(A) place events in chronological order;</p> <p>(14)(B) use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow;</p> <p>(14)(C) communicate information visually, orally, or in writing based on knowledge and experiences in social studies;</p> <p>(14)(D) create and interpret visuals, including pictures</p>	<p>KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:</p> <p>STUDENT EXPECTATIONS: (17)(A) use a simple timeline to distinguish among past, present, and future;</p> <p>(17)(B) use a calendar to describe and measure time in days, weeks, months, and years;</p> <p>(17)(C) communicate information visually, orally, or in writing based on knowledge and experiences in social studies;</p> <p>(17)(D) create and interpret visuals, including pictures</p>	<p>KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(16)(A) describe the order of events by using designations of time periods such as historical and present times;</p> <p>(16)(B) apply vocabulary related to chronology, including past, present, and future;</p> <p>(16)(C) create and interpret timelines for events in the past and present;</p> <p>(16)(D) use social studies terminology correctly;</p>	<p>KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(15)(A) use social studies terminology correctly;</p> <p>(15)(B) create and interpret timelines;</p> <p>(15)(C) apply the terms year, decade, and century to describe historical times;</p> <p>(15)(D) express ideas orally based on knowledge and experiences;</p> <p>(15)(E) create written and visual material such as</p>	<p>KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(21)(A) use social studies terminology correctly;</p> <p>(21)(B) apply vocabulary related to chronology, including past, present, and future;</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; and</p>	<p>KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(25)(A) use social studies terminology correctly;</p> <p>(25)(B) incorporate main and supporting ideas in verbal and written communication;</p> <p>(25)(C) express ideas orally based on research and experiences;</p> <p>(25)(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and</p>

Kindergarten-Grade 5: Geography Skills

KINDERGARTEN-GRADE 5 SOCIAL STUDIES SKILLS MATRIX

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

Kindergarten Social Studies

Grade 1 Social Studies

Grade 2 Social Studies

Grade 3 Social Studies

Grade 4 Social Studies

Grade 5 Social Studies

GEOGRAPHY SKILLS

NOTE: Each grade level contains a geography content strand with student expectations focused on geography.

				<p>KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p>	<p>KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p>
				<p>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</p>	<p>STUDENT EXPECTATIONS: (24)(A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps; and (24)(B) interpret geographic data, population</p>

Kindergarten-Grade 5: Problem-Solving Skills

KINDERGARTEN-GRADE 5 SOCIAL STUDIES SKILLS MATRIX

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

Kindergarten Social Studies	Grade 1 Social Studies	Grade 2 Social Studies	Grade 3 Social Studies	Grade 4 Social Studies	Grade 5 Social Studies
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: (15)(A) use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community; and (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.	STUDENT EXPECTATIONS: (18)(A) use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community; and (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.	STUDENT EXPECTATIONS: (17)(A) use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community; and (17)(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: (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 EXPECTATIONS: (26)(A) use democratic procedures to simulate making decisions on school, local, or state issues; and (26)(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.

New Standards: Grades K-5 Foundational Language Skills and Civil Discourse

Grade Level	Standard
Grade 3 Skills Strand	(15)(F) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.
Grade 4 Skills Strand	(21)(E) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.
Grade 5 Skills Strand	(25)(E) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.



What questions do you have regarding the new student expectation shown above, that is introduced in Grade 3?

Page 1: Critical Thinking & Communication Skills

Page 2: Geography & Problem-Solving Skills

GRADES 6-8 SOCIAL STUDIES SKILLS MATRIX		
Grade 6 Social Studies	Grade 7 Social Studies	Grade 8 Social Studies
CRITICAL THINKING SKILLS		
<p>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:</p>		
<p>STUDENT EXPECTATIONS:</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) formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic; and</p> <p>(19)(F) evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy.</p>	<p>STUDENT EXPECTATIONS:</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) formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic; and</p> <p>(20)(F) evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy.</p>	<p>STUDENT EXPECTATIONS:</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) formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic;</p> <p>(29)(F) evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy;</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
COMMUNICATION SKILLS		
<p>KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>		
<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		
Grade 6 Social Studies	Grade 7 Social Studies	Grade 8 Social Studies
GEOGRAPHY SKILLS		
NOTE: Each grade level contains a geography content strand with student expectations focused on geography.		
<p>KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p>		
<p>STUDENT EXPECTATIONS:</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>STUDENT EXPECTATIONS:</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
PROBLEM-SOLVING SKILLS		
<p>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:</p>		
<p>STUDENT EXPECTATIONS:</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>STUDENT EXPECTATIONS:</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>STUDENT EXPECTATIONS:</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>

Grades 6-8 : Critical Thinking Skills

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

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:

STUDENT EXPECTATIONS:

- (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;
- (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;
- (19)(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
- (19)(D) identify different points of view about an issue or current topic;
- (19)(E) formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic; and
- (19)(F) evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy.

STUDENT EXPECTATIONS:

- (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;
- (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;
- (20)(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
- (20)(D) identify bias and points of view from the historical context surrounding an event that influenced the participants;
- (20)(E) formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic; and
- (20)(F) evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy.

STUDENT EXPECTATIONS:

- (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;
- (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;
- (29)(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
- (29)(D) identify bias and points of view created by the historical context surrounding an event;
- (29)(E) formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic;
- (29)(F) evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy;
- (29)(G) create a visual representation of historical information such as thematic maps, graphs, and charts representing various aspects of the United States; and
- (29)(H) pose and answer questions about geographic distributions and patterns shown on maps, graphs, and charts.

Grades 6-8 : Communication Skills

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

COMMUNICATION SKILLS

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) represent oral and written ideas to model and write communication based

STUDENT EXPECTATIONS:

(22)(A) use social studies terminology correctly;

(22)(B) use effective written communication skills, including cross-cultural and media

STUDENT EXPECTATIONS:

(30)(A) use social studies terminology correctly;

(30)(B) use effective written communication skills, including cross-cultural and media

Grades 6-8 : Geography Skills

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

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:

STUDENT EXPECTATIONS:

Grades 6-8 : Problem-Solving Skills

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

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

STUDENT EXPECTATIONS:

(23)(A) describe governmental and democratic processes such as voting, due process, and caucuses using simulations and models; and

STUDENT EXPECTATIONS:

(31)(A) describe governmental and democratic processes such as voting, due process, and caucuses using simulations and models; and

New Standard: Grades 6-8 Foundational Language Skills and Civil Discourse

Grade Level	Standard
Grade 6 Skills Strand	(21)(F) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.
Grade 7 Skills Strand	(22)(D) apply foundattional language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.
Grade 8 Skills Strand	(30)(D) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.



What questions do you have regarding the new student expectation shown above?



High School Social Studies Skills Matrix

Page 1: Critical Thinking Skills

Page 2: Communication Skills

Page 3: Geography Skills

Page 4: Problem-Solving Skills

Page 5: Personal Financial Literacy Skills

HIGH SCHOOL SOCIAL STUDIES SKILLS MATRIX

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

World Geography Studies	World History Studies	United States History Studies Since 1877	Economics with Emphasis on the Free Enterprise System and Its Benefits	United States Government
CRITICAL THINKING SKILLS				
<p>KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student analyzes and evaluates a variety of sources of geographic information such as primary and secondary sources, aerial photographs, and maps for validity, utility, credibility, bias, and accuracy.</p> <p>STUDENT EXPECTATIONS: (21)(A) identify places of contemporary geopolitical significance on a map; (21)(C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change; (21)(D) 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 over time; (21)(E) identify different points of view about an issue or current topic; and (21)(F) formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose.</p>	<p>KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:</p> <p>STUDENT EXPECTATIONS: (20)(A) analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions; (20)(B) explain how historians analyze sources for frame of reference, historical context, and point of view to interpret historical events; (20)(C) analyze primary and secondary sources to determine frame of reference, historical context, and point of view; (20)(D) evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy; (20)(E) 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; and (20)(F) formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose.</p>	<p>KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:</p> <p>STUDENT EXPECTATIONS: (20)(B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences, and drawing conclusions; (20)(C) apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence; (20)(D) evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy; (20)(E) identify bias and support with historical evidence a point of view on a social studies issue or event; and (20)(F) formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose.</p>	<p>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:</p> <p>STUDENT EXPECTATIONS: (21)(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; (21)(B) create economic models, including production-possibilities curves, circular-flow charts, and supply-and-demand graphs, to analyze economic concepts or issues; (21)(C) explain a point of view on an economic issue; (21)(D) analyze and evaluate a variety of economic information from primary and secondary sources for validity, credibility, accuracy, bias, propaganda, point of view, and frame of reference; (21)(E) evaluate economic data using charts, tables, graphs, and maps; and (21)(F) formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose.</p>	<p>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:</p> <p>STUDENT EXPECTATIONS: (19)(B) create a product on a contemporary government issue or topic using critical methods of inquiry; (19)(C) analyze and defend a point of view on a current political issue; (19)(D) analyze and evaluate a variety of historical and contemporary sources for validity of information, arguments, counterarguments, credibility, accuracy, bias, propaganda, point of view, and frame of reference; (19)(E) evaluate government data using charts, tables, graphs, and maps; and (19)(F) formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose.</p>
COMMUNICATION SKILLS				
<p>KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>STUDENT EXPECTATIONS: (22)(A) create appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships; (22)(B) generate summaries, generalizations, and thesis statements supported by evidence; (22)(C) use social studies terminology correctly; (22)(D) create original work using effective written communication skills, including proper citations and understanding and avoiding plagiarism; and (22)(E) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.</p>	<p>KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>STUDENT EXPECTATIONS: (30)(A) use social studies terminology correctly; (30)(B) use effective written communication skills, including proper citations and avoiding plagiarism; (30)(C) interpret and create written, oral, and visual presentations of social studies information; (30)(D) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.</p>	<p>KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>STUDENT EXPECTATIONS: (29)(A) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism; (29)(B) use social studies terminology correctly; and (29)(C) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.</p>	<p>KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>STUDENT EXPECTATIONS: (20)(A) use social studies terminology correctly; (20)(B) create written, oral, and visual presentations of economic information using effective communication skills, including proper citations and avoiding plagiarism; and (20)(C) apply foundational language skills to engage in civil discourse about economics topics, including those with multiple perspectives.</p>	<p>KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>STUDENT EXPECTATIONS: (20)(A) use social studies terminology correctly; (20)(B) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism; and (20)(C) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.</p>

HIGH SCHOOL SOCIAL STUDIES SKILLS MATRIX

World Geography Studies	World History Studies	United States History Studies Since 1877	Economics with Emphasis on the Free Enterprise System and Its Benefits	United States Government
PROBLEM-SOLVING SKILLS				
<p>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:</p> <p>STUDENT EXPECTATIONS: (23)(A) explain governmental and democratic processes such as voting, due process, and caucuses using simulations and models; and (23)(B) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results; (23)(C) use case studies and GIS to identify contemporary challenges and to answer real-world questions; and (23)(D) 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>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:</p> <p>STUDENT EXPECTATIONS: (23)(A) explain 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.</p>	<p>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:</p> <p>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.</p>	<p>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:</p> <p>STUDENT EXPECTATIONS: (23)(A) explain 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.</p>	<p>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:</p> <p>STUDENT EXPECTATIONS: (21)(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>
Personal Financial Literacy and Economics				
Personal Financial Literacy Skills				
<p>KNOWLEDGE AND SKILL STATEMENT: Personal financial literacy skills. The student understands how to set personal financial goals. The student is expected to:</p> <p>STUDENT EXPECTATIONS: (10)(A) 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; (10)(B) develop a budget that addresses short-, medium-, and long-term financial goals; and (10)(C) explain why saving income, spending, credit, debt, saving and investing, and protecting and insuring assets are important parts of a comprehensive financial plan and develop a plan that incorporates these components.</p>				

High School: Critical Thinking Skills

HIGH SCHOOL SOCIAL STUDIES SKILLS MATRIX

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

World Geography Studies	World History Studies	United States History Studies Since 1877	Economics with Emphasis on the Free Enterprise System and Its Benefits	United States Government
CRITICAL THINKING SKILLS				
<p>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:</p>	<p>KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:</p>	<p>KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:</p>	<p>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:</p>	<p>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:</p>
<p>STUDENT EXPECTATIONS:</p> <p>(21)(A) analyze and evaluate a variety of sources of geographic information such as primary and secondary sources, aerial photographs, and maps for validity, utility, credibility, bias, and accuracy;</p> <p>(21)(B) identify places of contemporary geopolitical significance on a map;</p> <p>(21)(C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change;</p> <p>(21)(D) 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 over time;</p> <p>(21)(E) identify different points of view about an issue or current topic; and</p> <p>(21)(F) formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose.</p>	<p>STUDENT EXPECTATIONS:</p> <p>(28)(A) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence;</p> <p>(28)(B) explain how historians analyze sources for frame of reference, historical context, and point of view to interpret historical events;</p> <p>(28)(C) analyze primary and secondary sources to determine frame of reference, historical context, and point of view;</p> <p>(28)(D) evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy;</p> <p>(28)(E) 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; and</p> <p>(28)(F) formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose.</p>	<p>STUDENT EXPECTATIONS:</p> <p>(28)(A) analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions;</p> <p>(28)(B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;</p> <p>(28)(C) apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;</p> <p>(28)(D) evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy;</p> <p>(28)(E) identify bias and support with historical evidence a point of view on a social studies issue or event; and</p> <p>(28)(F) formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose.</p>	<p>STUDENT EXPECTATIONS:</p> <p>(21)(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;</p> <p>(21)(B) create economic models, including production-possibilities curves, circular-flow charts, and supply-and-demand graphs, to analyze economic concepts or issues;</p> <p>(21)(C) explain a point of view on an economic issue;</p> <p>(21)(D) analyze and evaluate a variety of economic information from primary and secondary sources for validity, credibility, accuracy, bias, propaganda, point of view, and frame of reference;</p> <p>(21)(E) evaluate economic data using charts, tables, graphs, and maps; and</p> <p>(21)(F) formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose.</p>	<p>STUDENT EXPECTATIONS:</p> <p>(19)(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;</p> <p>(19)(B) create a product on a contemporary government issue or topic using critical methods of inquiry;</p> <p>(19)(C) analyze and defend a point of view on a current political issue;</p> <p>(19)(D) analyze and evaluate a variety of historical and contemporary sources for validity of information, arguments, counterarguments, credibility, accuracy, bias, propaganda, point of view, and frame of reference;</p> <p>(19)(E) evaluate government data using charts, tables, graphs, and maps; and</p> <p>(19)(F) formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose.</p>

HIGH SCHOOL SOCIAL STUDIES SKILLS MATRIX

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

World Geography Studies	World History Studies	United States History Studies Since 1877	Economics with Emphasis on the Free Enterprise System and Its Benefits	United States Government
COMMUNICATION SKILLS				
KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:				
STUDENT EXPECTATIONS: (22)(A) create appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships;	STUDENT EXPECTATIONS: (30)(A) use social studies terminology correctly; (30)(B) use effective written communication skills, including	STUDENT EXPECTATIONS: (29)(A) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism;	STUDENT EXPECTATIONS: (22)(A) use social studies terminology correctly; (22)(B) create written, oral, and visual presentations of	STUDENT EXPECTATIONS: (20)(A) use social studies terminology correctly; (20)(B) create written, oral, and visual presentations of social

HIGH SCHOOL SOCIAL STUDIES SKILLS MATRIX

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

World Geography Studies	World History Studies	United States History Studies Since 1877	Economics with Emphasis on the Free Enterprise System and Its Benefits	United States Government
GEOGRAPHY SKILLS				
NOTE: In addition to the skills student expectations below, each course contains a geography content strand with student expectations focused on geography.				
	KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:	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: (29)(A) create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and	STUDENT EXPECTATIONS: (30)(A) create a visual representation of historical information such as thematic maps, graphs, and charts; and		

High School: Problem-Solving Skills

HIGH SCHOOL SOCIAL STUDIES SKILLS MATRIX

World Geography Studies	World History Studies	United States History Studies Since 1877	Economics with Emphasis on the Free Enterprise System and Its Benefits	United States Government
PROBLEM-SOLVING SKILLS				
<p>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:</p>	<p>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:</p>	<p>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:</p>	<p>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 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>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:</p>
<p>STUDENT EXPECTATIONS: (23)(A) explain governmental and democratic processes such as voting, due process, and caucuses using simulations and models; (23)(B) plan, organize, and complete a research project that</p>	<p>STUDENT EXPECTATIONS: (31)(A) explain governmental and democratic processes such as voting, due process, and caucuses using simulations and models; and</p>	<p>STUDENT EXPECTATIONS: (31)(A) describe governmental and democratic processes such as voting, due process, and caucuses using simulations and models; and</p>		<p>STUDENT EXPECTATIONS: (21)(A) explain governmental and democratic processes such as voting, due process, and caucuses using simulations and models; and</p>

HIGH SCHOOL SOCIAL STUDIES SKILLS MATRIX

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

Personal Financial Literacy and Economics

Personal Financial Literacy Skills

KNOWLEDGE AND SKILL STATEMENT: Personal financial literacy skills. The student understands how to set personal financial goals. The student is expected to:

STUDENT EXPECTATIONS:

(10)(A) 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;

New Standard: High School Foundational Language Skills and Civil Discourse

Course	Standard
World Geography Studies	(22)(E) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.
World History Studies	(30)(D) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.
United States History Studies Since 1877	(29)(C) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.
Economics with Emphasis on the Free Enterprise System and Its Benefits	(22)(C) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.
United States Government Culture Strand	(20)(C) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.



What questions do you have regarding the new student expectation shown above?



RLA: Foundational Language Skills

Social studies student expectation: apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.

“Foundational language skills” references skills from strand 1 of the English and Spanish language arts and reading TEKS.

Strand 1: Developing and sustaining foundational language skills: **listening, speaking, reading, writing, and thinking—**



RLA Foundational Language Skills & Social Studies Connections

Social studies student expectation: apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.

Social studies connections with RLA foundation skills strand entail—

- engaging in meaningful and respectful discourse by listening actively,
- asking relevant questions,
- responding appropriately, and
- adjusting communication to audiences and purposes

ELAR: Foundational Language Skills

Social studies student expectation: apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.

English Language Arts and Reading K-12 Vertical Alignment Document

www.bit.ly/ELARverticalalignment



Spanish Language Arts and Reading K-12 Vertical Alignment Document

www.bit.ly/SLARverticalalignment



English Language Arts and Reading K - 12 Vertical Alignment												
Strand 1												
Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:												
(A) listen actively and ask questions to understand information and answer questions using multi-word responses.	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.	(A) listen actively, ask relevant questions to clarify information, and make pertinent comments.	(A) listen actively, ask relevant questions to clarify information, and make pertinent comments.	(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments.	(A) listen actively to interpret a message, ask clarifying questions, and respond appropriately.	(A) listen actively to interpret a message and ask clarifying questions that build on others' ideas.	(A) listen actively to interpret a message by summarizing, asking questions, and making comments.	(A) engage in meaningful and respectful discourse by listening, responding appropriately, and adjusting communication to audiences and purposes.	(A) engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.	(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax.	(A) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction, syntax, and rhetorical strategies.
(B) restate and follow oral directions that involve a short, related sequence of actions.	(B) follow, restate, and give oral instructions that involve a short, related sequence of actions.	(B) follow, restate, and give oral instructions that involve a short, related sequence of actions.	(B) follow, restate, and give oral instructions that involve a series of related sequences of action.	(B) follow, restate, and give oral instructions that involve a series of related sequences of action.	(B) follow, restate, and give oral instructions that include multiple action steps.	(B) follow and give oral instructions that include multiple action steps.	(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems.	(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems.	(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes.	(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes.	(B) follow and give complex oral instructions, clarify meaning by asking pertinent questions, and respond appropriately.	(B) follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately.
(C) share information and ideas by speaking audibly and clearly using the conventions of language.	(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.	(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.	(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.	(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and	(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and	(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and	(C) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and	(C) advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and	(C) give a formal presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and	(C) give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and	(C) give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and	(C) formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, and conventions of language to communicate ideas effectively; and



Vocabulary: Civil Discourse

Social studies student expectation: apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.

What is civil discourse?

Civil discourse is communication with the intention to enhance understanding of topics of mutual importance or public concern. Civil discourse facilitates interaction with people who may have differing opinions or beliefs through active listening, relevant questioning, and responding appropriately.

Topics of mutual importance examples

- topics in the social studies TEKS
- current events
- development of social studies connections

Topics of public concern examples

- topics that are relevant to individual students and their local, state, national, or world community





Where Are the Skills Matrices Located?

To access the grade band social studies skills matrices, please visit the TEA social studies web page.

www.bit.ly/TEAss

www.tea.texas.gov/academics/subject-areas/social-studies

Social Studies TEKS Resources

TEA has developed 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). Each grade level/course TEKS crosswalk provides a summary of the TEKS revisions and shows the differences between the 2018 TEKS and the 2022 TEKS being implemented in the 2024-2025 school year. You can access the skills matrices and crosswalks below.

Expand All

Elementary Skills Matrix and Crosswalks

- Elementary Skills 2024-2025 Skills Matrix
- Kindergarten 2024-2025 Social Studies TEKS Crosswalk
- Grade 1 2024-2025 Social Studies TEKS Crosswalk
- Grade 2 2024-2025 Social Studies TEKS Crosswalk
- Grade 3 2024-2025 Social Studies TEKS Crosswalk
- Grade 4 2024-2025 Social Studies TEKS Crosswalk
- Grade 5 2024-2025 Social Studies TEKS Crosswalk

Middle School Skills Matrix and Crosswalks

High School Skills Matrix and Crosswalks

TEA Presentation



TEA Contact Information

TEA Social Studies Team

Jenny Gaona

Social Studies Content Specialist

Jenny.Gaona@tea.texas.gov

Tim Bryant

K-8 RLA and Social Studies Content Specialist

Tim.Bryant@tea.texas.gov

Jim Doris

Director of Social Studies and Reading Language Arts

Jim.Doris@tea.texas.gov

Social Studies Communications

Visit the [TEA social studies web page](#) for clarification, guidance, and support for the implementation of the K–12 social studies Texas Essential Knowledge and Skills (TEKS).



If you have questions, please submit them to the TEA [Curriculum Help Desk](#)



Please [subscribe](#) for newsletter updates from the social studies team.





Thank you!