Texas Education Agency

Social Studies TEKS Crosswalks for the 2024-2025 School Year

May 15th Social Studies Stakeholder Engagement Sessions

Session #1 11:30 a.m.

Session #2 4:00 p.m.

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Social Studies and Reading Language Arts Team

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Agenda and Objectives for May Session

AGENDA	OBJECTIVES
Overview of Social Studies Stakeholder Engagement Sessions	Review the goals, future topics, and schedule for Social Studies Stakeholder Engagement Sessions
Main Focus: Social Studies TEKS Crosswalks for the 2024-2025 School Year	**Provide and review resources on the social studies TEKS that will be implemented in the 2024-2025 school year**
Questions and Discussion	Provide opportunity for questions and discussion
Stakeholder Engagement	Discuss future communications and collect feedback

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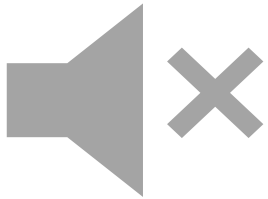
Zoom Meeting Protocols



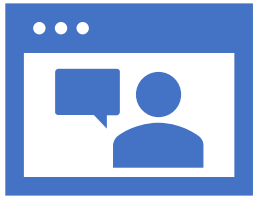
Please mute your microphone

Ways to participate

- Zoom Question & Answer feature
- Zoom Poll for participant feedback
- TEA Presentation Survey

Accessing information

- Shortened URLs will be shared in the Zoom Chat feature during the presentation
- QR codes are included throughout the presentation for access to resources



TEA Policy Reminder: AI Usage in Meetings

Chatbots and similar artificial intelligence (AI) applications are not permitted in TEA sessions

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Texas Education Agency

Overview of Social Studies Stakeholder Engagement Sessions

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Social Studies Stakeholder Engagement Session Goals

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

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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.

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Upcoming June Office Hours: Social Studies TEKS for the 2024-2025 School Year

June Office Hours and Registration

Session Description: The TEA social studies team will be available for questions and discussion focused on the social studies TEKS being implemented in the 2024-2025 school year. This session will not have a formal TEA presentation and participants will be able to come and go as their schedule permits.

June 2024
Office Hours: Social Studies TEKS for the 2024-2025 School Year
Tuesday, June 11th **2:00 p.m. - 3:00 p.m.** Registration Link: https://zoom.us/meeting/register/tJEkdOChqTkpGdRqoGLzbqsuRVSamfOFsYyN
Wednesday, June 12th **10:00 a.m. - 11:00 a.m.** Registration Link: https://zoom.us/meeting/register/tJArdOyopj8pHdEFnbhkPs5utRRVhZjLZ9Ct

June 11th
2:00 p.m.

www.bit.ly/SSSES6-11OH

June 12th
4:00 p.m.

www.bit.ly/SSSES6-12OH

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Upcoming July Sessions Topic: Clarifying the Social Studies TEKS for the 2024-2025 School Year

July Sessions and Registration

(Dates and times are organized by grade band.)

July 2024
Topic: Clarifying the Social Studies TEKS for the 2024-2025 School Year
Grades K-5 Monday, July 15th 10:00 a.m. - 11:00 a.m. Registration Link: https://zoom.us/meeting/register/tJcucOGsrzIoHNCN6mrfLv7dh0CyUVZ2bzdS
Grades 6-8 Tuesday, July 16th 10:00 a.m. - 11:00 a.m. Registration Link: https://zoom.us/meeting/register/tJEkd-yqrj8sGNfJ3W1etuCtyEtSZov-qvX-
Grades 9-12 Wednesday, July 17th 10:00 a.m. - 11:00 a.m. Registration Link: https://zoom.us/meeting/register/tJIpde2ppzgoHNAyElzIkjIcahqViUNDF44q

Grades K-5: July 15th
www.bit.ly/SSSES7-15

Grades 6-8: July 16th
www.bit.ly/SSSES7-16

Grades 9-12: July 17th
www.bit.ly/SSSES7-17

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Who is attending today?

Zoom Attendee Poll

1. **How are you connected to TEA? Choose the primary role for your attendance.**
   - Parent
   - Community Member
   - K-5 Teacher
   - 6-8 Teacher
   - 9-12 Teacher
   - Campus/District Administrator
   - Counselor
   - Education Service Center Staff
   - Higher Education Representative
   - Member of TSSSA/TXCSS

2. **If you have more than one connection to TEA, please choose a secondary role for your attendance.**
   - Parent
   - Community Member
   - K-5 Teacher
   - 6-8 Teacher
   - 9-12 Teacher
   - Campus/District Administrator
   - Counselor
   - Education Service Center Staff
   - Higher Education Representative
   - Member of TSSSA/TXCSS

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May Topic: Social Studies TEKS Crosswalks for the 2024-2025 School Year

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Recall: The State Board of Education (SBOE) made decisions on the social studies TEKS revisions in 2022

State Board of Education Meeting: August 30th-September 2nd, 2022

The board asked TEA staff to bring to the next SBOE meeting a draft of the current standards that only adds content to address requirements from Senate Bill (SB) 3.

SBOE Meeting: Friday, September 2nd

Item #3: Update on Texas Essential Knowledge and Skills (TEKS) Review (start video at 49:55)

www.bit.ly/SBOE9_2

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Recall: SBOE Social Studies TEKS Revisions Implementation and Instructional Materials

State Board of Education Meeting: November 16th–18th, 2022

- The board determined that the revised social studies standards will be implemented in the 2024–25 school year.
- The board determined that social studies will not be a part of *Proclamation 2025*. TEA will offer publishers the opportunity to update their instructional materials in order to address any changes in the revised TEKS.

SBOE Meeting: Friday, November 18th

Item #4: Proposed Revisions to 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter A, Elementary, Subchapter B, Middle School, and Subchapter C, High School (start video at 2:16:00)

www.bit.ly/SBOE11_18

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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 Chapter 113 on their effective date, August 1st, 2024.

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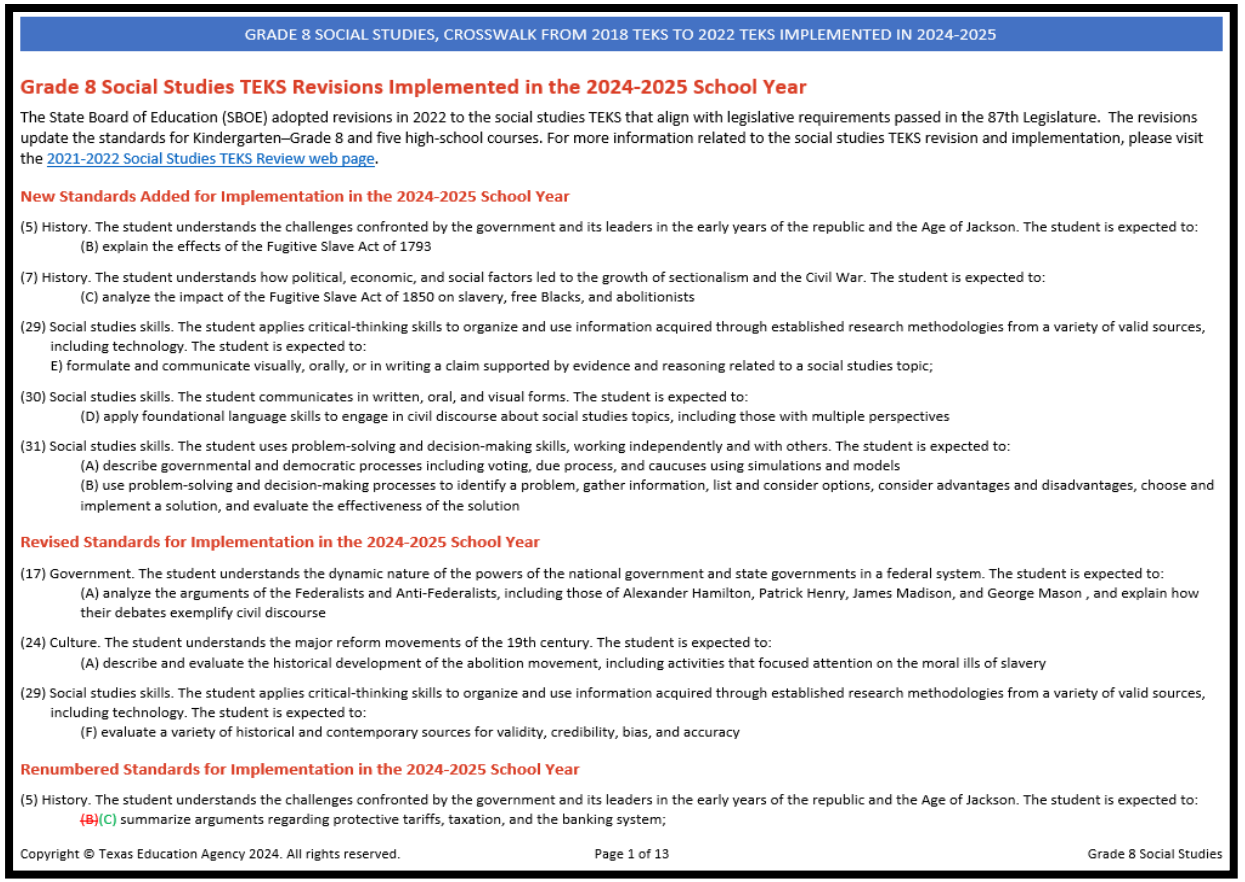
TEA Resource: Crosswalks for the 2024-2025 Social Studies TEKS

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



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;

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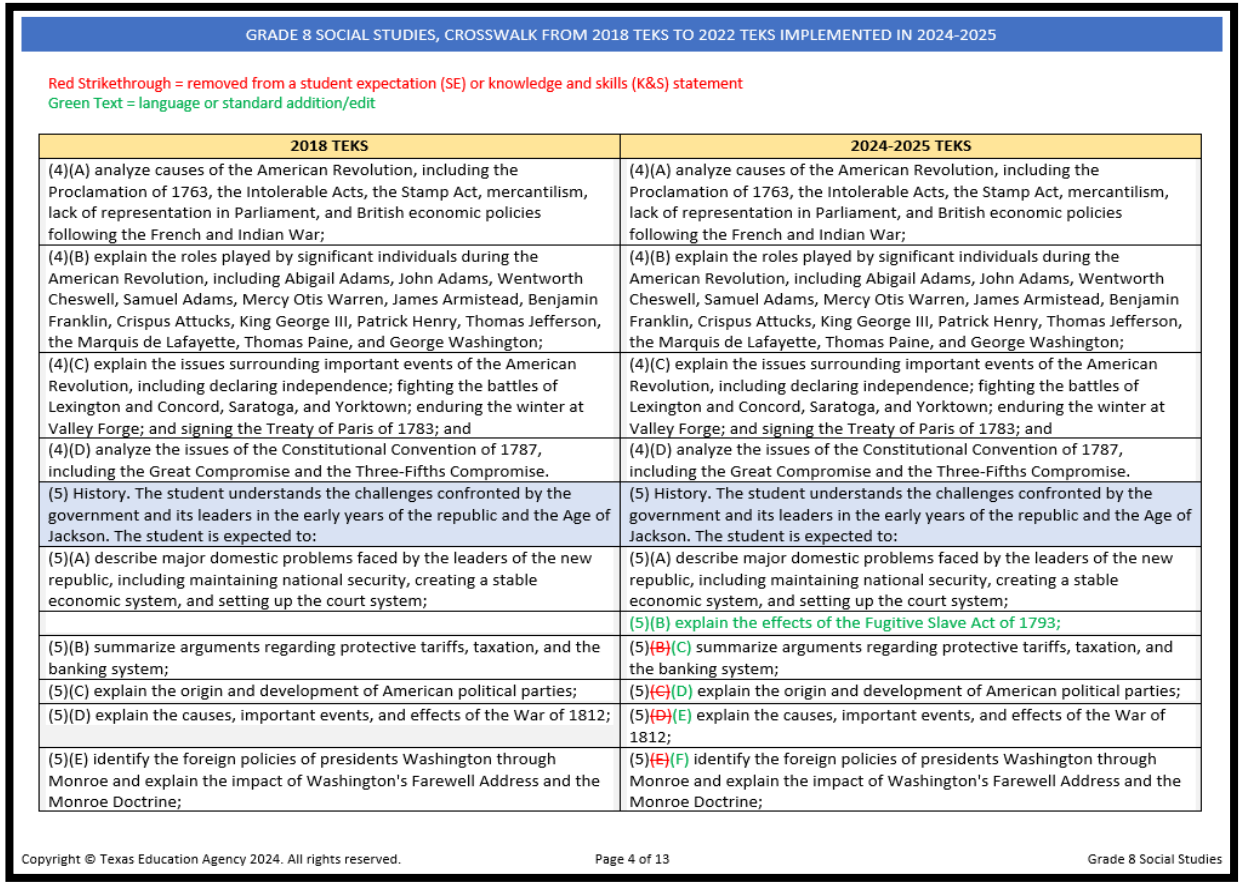
Crosswalk from 2018 TEKS to 2022 TEKS to Be Implemented in the 2024-2025 School Year



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

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) explain the effects of the Fugitive Slave Act of 1793;
(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;

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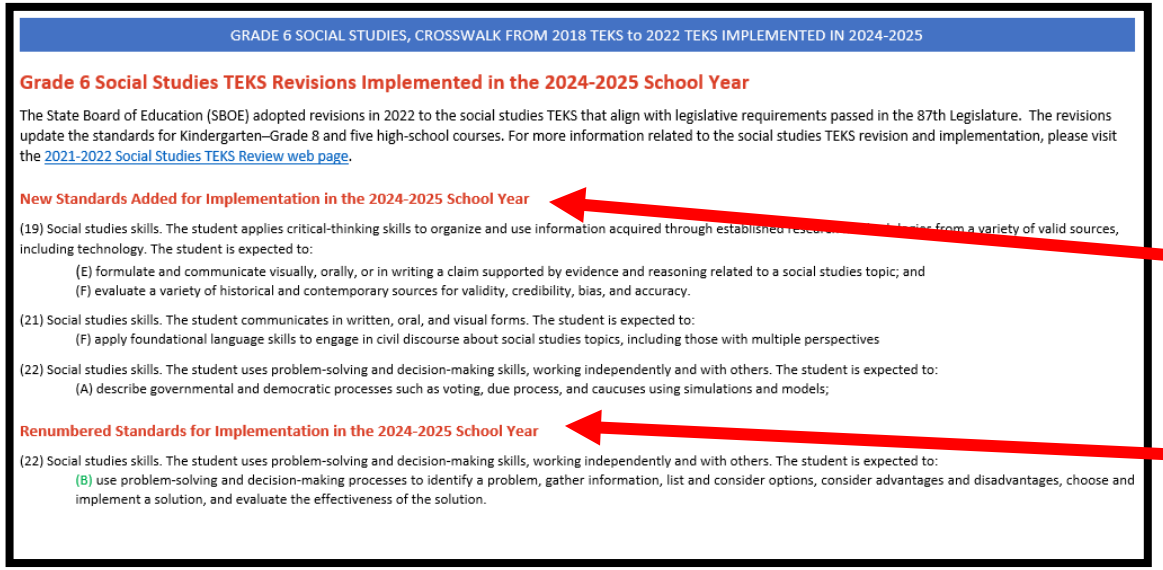
Grade Level/Course TEKS Crosswalks: TEKS Revisions

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 [illegible] 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.

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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

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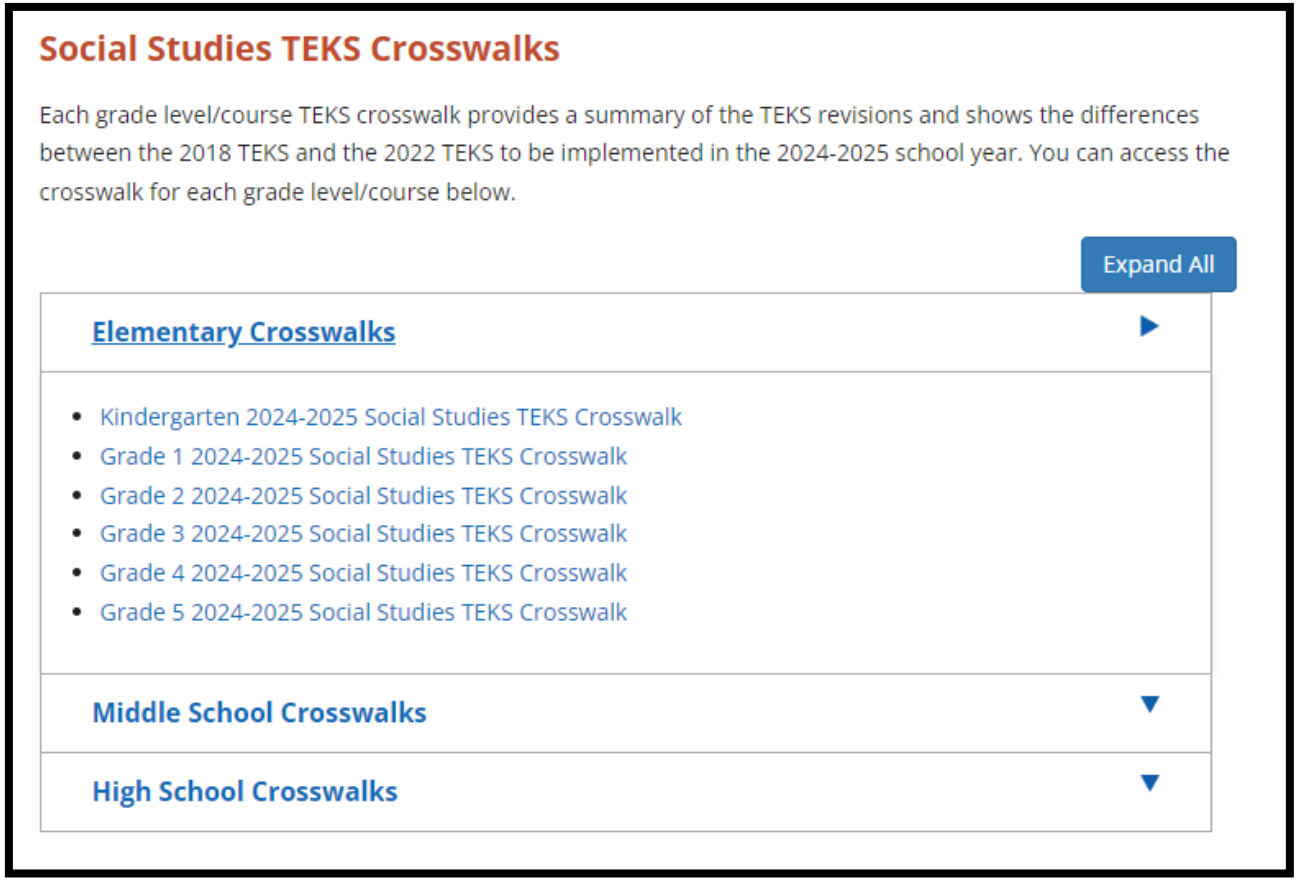
Where Are the Crosswalks Located?

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



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Social Studies TEKS Crosswalks for the 2024-2025 School Year

Questions and Discussion

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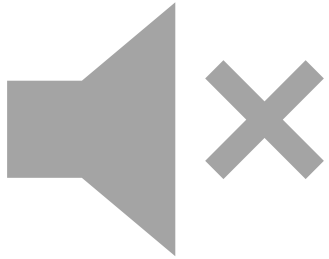
Zoom Discussion Protocols

Ways to Participate

- Please submit your questions to the Zoom Question & Answer feature.
- Use the “raised hand” feature to let facilitators know you would like to verbally ask a question.



Muting and Unmuting Microphones

Please keep your microphone muted until you have been recognized by a facilitator to ask your question.

Accessing Information

Shortened URLs are shared in the Zoom Chat feature during the presentation for stakeholder access to resources

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Stakeholder Engagement

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Stakeholder Engagement: Zoom Poll Feedback

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

To best serve stakeholders, the social studies team would like your feedback regarding future stakeholder engagement sessions.

Please complete the Zoom Poll to provide your feedback to the social studies team.

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Stakeholder Engagement: Feedback Questions

Zoom Feedback Poll: 9 Questions

1. The TEA social studies team should continue providing Social Studies Stakeholder Engagement Sessions throughout the year. (Rating Scale: 0-Strongly Disagree to 10-Highly Agree)

2. The social studies team currently uses the following tools to advertise stakeholder engagement sessions: TEA social studies newsletter, Education Service Center (ESC) communications, and the TEA social studies web page. Do you have any other communication suggestions to maximize stakeholder engagement? (Short Answer)

3. What day(s) work best for you to attend a social studies stakeholder engagement session? You may choose multiple days. (Multiple Choice)

4. What time(s) work best for you to attend a social studies stakeholder engagement session? You may choose multiple times. (Multiple Choice)

5. Should TEA record Stakeholder Engagements Sessions and provide the recordings on the TEA social studies web page? (Multiple Choice)

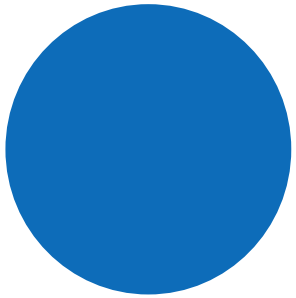
6. Please provide additional feedback to support your position regarding the recording of stakeholder engagement sessions. (Short Answer)

7. Based on previous feedback, we have drafted a list of ten proposed topics for future sessions. Choose the three topics you would most like to be the focus of a future Social Studies Stakeholder Engagement Session. Rank your three choices in order of priority. (Rank Order)

8. If you have additional topic suggestions that are not included in the above list, please share them here. (Short Answer)

9. Do you have any additional feedback you would like to provide the TEA social studies team? (Short Answer)

3-minute timer



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Reminder

Upcoming June Office Hours: Social Studies TEKS for the 2024-2025 School Year

June Office Hours and Registration

Session Description: The TEA social studies team will be available for questions and discussion focused on the social studies TEKS being implemented in the 2024-2025 school year. This session will not have a formal TEA presentation and participants will be able to come and go as their schedule permits.

June 2024
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Tuesday, June 11th **2:00 p.m. - 3:00 p.m.** Registration Link: https://zoom.us/meeting/register/tJEkdOChqTkpGdRqoGLzbqsuRVSamfOFsYyN
Wednesday, June 12th **10:00 a.m. - 11:00 a.m.** Registration Link: https://zoom.us/meeting/register/tJArdOyopj8pHdEFnbhkPs5utRRVhZjLZ9Ct

June 11th
2:00 p.m.

www.bit.ly/SSSES6-11OH

June 12th
4:00 p.m.

www.bit.ly/SSSES6-12OH

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Reminder

Upcoming July Sessions Topic: Clarifying the Social Studies TEKS for the 2024-2025 School Year

July Sessions and Registration

(Dates and times are organized by grade band.)

July 2024

Topic: Clarifying the Social Studies TEKS for the 2024-2025 School Year

Grades K-5
Monday, July 15th
10:00 a.m. - 11:00 a.m.
Registration Link:
https://zoom.us/meeting/register/tJcucOGsrzIoHNCN6mrfLv7dh0CyUVZ2bzdS

Grades 6-8
Tuesday, July 16th
10:00 a.m. - 11:00 a.m.
Registration Link:
https://zoom.us/meeting/register/tJEkdyqrj8sGNfJ3W1etuCtyEtSZov-qvX-

Grades 9-12
Wednesday, July 17th
10:00 a.m. - 11:00 a.m.
Registration Link:
https://zoom.us/meeting/register/tJIpde2ppzgoHNAyElzIkjIcahqViUNDF44q

Grades K-5: July 15th
www.bit.ly/SSSES7-15

Grades 6-8: July 16th
www.bit.ly/SSSES7-16

Grades 9-12: July 17th
www.bit.ly/SSSES7-17

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Feedback Regarding Today's Presentation

Please help us enhance future presentations by completing a brief survey on today's presentation.

WE ARE LEARNERS

www.bit.ly/TEACurriculumSurvey

Tim Bryant
Jenny Gaona

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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.

TEA Social Studies Team

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Please submit questions regarding instructional materials to the Instructional Materials Help Desk

Instructional Materials Currently Adopted by the State Board of Education

www.bit.ly/AdoptedIM

TEA Web Page: Instructional Materials and Technology Allotment

www.bit.ly/TEAimta

Instructional Materials Help Desk

www.bit.ly/teaIMhd

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Please submit questions regarding assessment to the Assessment Help Desk

Assessment Help Desk

When you contact the Help Desk, please include the following information:

- Topic
- Questions
- Relevant information
- Contact information

  (Please include availability if you request a phone call.)

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Thank you!

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