

Social Studies TEKS Review Work Group B Draft Recommendations

Work Group B Draft Recommendations, Kindergarten–High School
Texas Essential Knowledge and Skills (TEKS) Social Studies

The social studies practices student expectations are organized in a standalone strand and differentiated by grade bands: kindergarten–grade 2, grades 3–5, grades 6–8, and grades 9–12. The practices would be integrated into the beginning of the TEKS (knowledge and skills statements 1 and 2) for each grade level/course.

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Category	High school	Grades 6-8	Grades 3-5	Kindergarten-Grade 2	Comments
	(1) The student uses social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. The student is expected to:	(1) The student uses social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. The student is expected to:	(1) The student uses social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. The student is expected to:	(1) The student uses social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. The student is expected to:	
Social Studies Analytical Discipline Skills	(A) analyze continuity and change over time through reasoning skills	(A) describe continuity and change over time through reasoning skills	(A) use a timeline or sequence of related events to identify change or continuity over time	(A) create a simple timeline or sequence of multiple events, including past and present events	TEKS Guide: 6-12 Reasoning skills such as sequencing, comparing and contrasting, inferencing, making generalizations, and making predictions (insert SE letter) Grade 3-5 include examples of sequences of events (insert SE letter)
	(B) analyze how historical context shaped and continues to shape perspectives	(B) identify bias, point of view, or the frame of reference that created a perspective	(B) compare different perspectives on the same issue or event	(B) compare perspectives of people in the past to people of the present	
	(C) analyze how interpretations may be limited by available sources and the exclusion of underrepresented perspectives	(C) explain how interpretations may be limited by available sources and the exclusion of underrepresented perspectives	[N/A]	[N/A]	
	(D) formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose.	(D) formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic	(C) identify the central claim in a primary or secondary source (D) develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic	(C) identify and state facts based on relevant evidence. (D) communicate information visually, orally, or in writing based on knowledge and experiences in social studies	TEKS GUIDES connect to RLA characteristics of argumentative texts Grades 3-5: Content standards reference specific sources. TEKS Guide: Writing underpins the development of claims and presentation of findings. Students should be writing in social studies <u>all the time</u> .

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Spatial Analysis	(E) analyze the impact of geographic patterns and processes on social, economic, and political issues and events over time, scales of inquiry, or place;	(E) explain the impact of geographic patterns and processes on social, economic, and political issues and events over time, scales of inquiry, or place;	(E) identify how physical geography shapes culture, settlement, and migration patterns	(E) use spatial terms near and far and cardinal directions to describe relative locations on a map	
	(F) analyze geographic relationships using spatial data and geographic tools	(F) interpret spatial data using geographic tools to explain geographic relationships	(F) use maps and other geographic tools and technologies to describe geographic relationships	(F) interpret and create maps and models to illustrate geographic features and relative location	TEKS Guide: 1. define relative location (K-2) 2. identify geographic tools and technology
Economic Analysis	(G) analyze economic data and models to explain economic concepts, issues, or policies	(G) interpret economic data and models to describe economic concepts, issues, or policies	(G) identify how the economic concepts of scarcity, distribution of resources, labor, and production impact issues and events	Kinder (G) distinguish between wants and needs and how they impact economic decision making Grade 1 and 2 (G) explain why people have jobs, and describe the economic benefits for self and community	TEKS GUIDE: 6-12 Sources of economic information may include production and possibilities curve, circular flow charts, supply and demand graphs, cost-benefit analysis, and the business cycle; Define the business cycle in the TEKS Guide—contraction and expansion Define opportunity costs: If I do this, then I can't do this/how you choose to use your money

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Civic Analysis	(H) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.	(H) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.	(H) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.	(H) apply and practice classroom rules and procedures for listening and responding respectfully	<p>Drawn from SB3</p> <p>TEKS GUIDE: Define “civil discourse”</p> <p>Teacher develops routines for speaking, listening, and writing when people disagree</p> <p>Explain connection with RLA foundation skills strand in the oral language section</p> <ul style="list-style-type: none"> -engage in meaningful and respectful discourse by listening actively, -asking relevant questions, -responding appropriately -adjusting communication to audiences and purposes <p>NOTE for staff: Is there a formatting style to identify these connections</p>
	(I) explain governmental and democratic processes such as voting, due process, and caucuses using simulations and models;	(I) describe governmental and democratic processes such as voting, due process, and caucuses using simulations and models;	(I) use democratic procedures to simulate making decisions on a school, local, or state issues	(I) use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community	"Civics is the study of the rights and obligations of citizens in society."

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	(2) The student applies literacy practices to think in the discipline. The student is expected to:	(2) The student applies literacy practices to think in the discipline. The student is expected to:	(2) The student applies literacy practices to think in the discipline. The student is expected to:	(2) The student applies literacy practices to think in the discipline. The student is expected to:	
Research and Inquiry	(A) apply inquiry and research methods to craft evidence-based analyses accounting for multiple perspectives	(A) apply inquiry and research methods to craft evidence-based analyses accounting for multiple perspectives	(A) apply inquiry and research methods to create and answer questions about an issue, topic, historical event, or current event considering multiple perspectives	(A) apply inquiry and research methods to create and answer questions and demonstrate understanding of the information gathered	<p>TEKS GUIDE:</p> <ul style="list-style-type: none"> • Developing Questions • Look for research to answer it • Develop and revise a plan • Locate relevant sources • Synthesize information from a variety of sources • Examine sources for credibility, bias and accuracy • Display academic citations ... • Document or cite sources • Use an appropriate mode of delivery <p><i>For more information, Reference RLA Inquiry and Research Strand</i></p>
Media Literacy	(B) evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy	(B) evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy	<p>Grade 3-4</p> <p>(B) differentiate and compare the information about a specific issue or event provided in primary and secondary sources</p> <p>Grade 5:</p> <p>(B) identify and ask questions about the credibility of different kinds of primary and secondary sources</p>	(B) identify different kinds of historical sources and artifacts and explain how they can be used to study the past	<p>TEKS Guide</p> <p>Provide examples of historical sources</p> <p>Define primary and secondary sources, including possible differing perspectives</p> <p>TEKS Guide: For more information, Reference RLA Inquiry and Research Strand</p>