Kindergarten 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

(13) 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:

(A) identify and state facts based on relevant evidence;

(B) identify different kinds of historical sources and artifacts and explain how they can be used to study the past;

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

(E) apply and practice classroom rules and procedures for listening and responding respectfully.

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

(A) use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community;

Revised Standards for Implementation in the 2024-2025 School Year

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

(C) communicate information visually, orally, or in writing based on knowledge and experiences in social studies;

Renumbered Standards for Implementation in the 2024-2025 School Year

(13) 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:

~~(A)~~(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

~~(B)~~(D) sequence and categorize information.

(15) 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.

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KINDERGARTEN 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
(1) History. The student understands that holidays are celebrations of special events. The student is expected to:	(1) History. The student understands that holidays are celebrations of special events. The student is expected to:
(1)(A) identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day; and	(1)(A) identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day; and
(1)(B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.	(1)(B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.
(2) History. The student understands how historical figures helped shape the state and nation. The student is expected to identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation.	(2) History. The student understands how historical figures helped shape the state and nation. The student is expected to identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation.
(3) Geography. The student understands the concept of location. The student is expected to:	(3) Geography. The student understands the concept of location. The student is expected to:
(3)(A) use spatial terms, including over, under, near, far, left, and right, to describe relative location;	(3)(A) use spatial terms, including over, under, near, far, left, and right, to describe relative location;
(3)(B) locate places on the school campus and describe their relative locations; and	(3)(B) locate places on the school campus and describe their relative locations; and
(3)(C) identify and use geographic tools that aid in determining location, including maps and globes.	(3)(C) identify and use geographic tools that aid in determining location, including maps and globes.
(4) Geography. The student understands physical and human characteristics of place to better understand self, home, family, classroom, and the world around them. The student is expected to:	(4) Geography. The student understands physical and human characteristics of place to better understand self, home, family, classroom, and the world around them. The student is expected to:
(4)(A) identify the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather; and	(4)(A) identify the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather; and
(4)(B) identify how geographic location influences human characteristics of place such as shelter, clothing, food, and activities.	(4)(B) identify how geographic location influences human characteristics of place such as shelter, clothing, food, and activities.
(5) Economics. The student understands the difference between human needs and wants and how they are met. The student is expected to:	(5) Economics. The student understands the difference between human needs and wants and how they are met. The student is expected to:
(5)(A) identify basic human needs of food, clothing, and shelter;	(5)(A) identify basic human needs of food, clothing, and shelter;
(5)(B) explain the difference between needs and wants; and	(5)(B) explain the difference between needs and wants; and
(5)(C) explain how basic human needs and wants can be met.	(5)(C) explain how basic human needs and wants can be met.

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2018 TEKS	2024-2025 TEKS
(6) Economics. The student understands the value of jobs. The student is expected to:	(6) Economics. The student understands the value of jobs. The student is expected to:
(6)(A) identify jobs in the home, school, and community; and	(6)(A) identify jobs in the home, school, and community; and
(6)(B) explain why people have jobs.	(6)(B) explain why people have jobs.
(7) Government. The student understands the purpose of rules. The student is expected to:	(7) Government. The student understands the purpose of rules. The student is expected to:
(7)(A) identify purposes for having rules; and	(7)(A) identify purposes for having rules; and
(7)(B) identify rules that provide order, security, and safety in the home and school.	(7)(B) identify rules that provide order, security, and safety in the home and school.
(8) Government. The student understands the role of authority figures. The student is expected to:	(8) Government. The student understands the role of authority figures. The student is expected to:
(8)(A) identify authority figures in the home, school, and community; and	(8)(A) identify authority figures in the home, school, and community; and
(8)(B) explain how authority figures enforce rules.	(8)(B) explain how authority figures enforce rules.
(9) Citizenship. The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(9) Citizenship. The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to:
(9)(A) identify the United States flag and the Texas state flag;	(9)(A) identify the United States flag and the Texas state flag;
(9)(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag; and	(9)(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag; and
(9)(C) use voting as a method for group decision making.	(9)(C) use voting as a method for group decision making.
(10) Culture. The student understands similarities and differences among individuals. The student is expected to identify similarities and differences among individuals such as kinship and religion.	(10) Culture. The student understands similarities and differences among individuals. The student is expected to identify similarities and differences among individuals such as kinship and religion.
(11) Culture. The student understands the importance of family traditions. The student is expected to:	(11) Culture. The student understands the importance of family traditions. The student is expected to:
(11)(A) describe and explain the importance of family traditions; and	(11)(A) describe and explain the importance of family traditions; and
(11)(B) compare traditions among families.	(11)(B) compare traditions among families.
(12) Science, technology, and society. The student understands ways technology is used in the home and school and how technology affects people's lives. The student is expected to:	(12) Science, technology, and society. The student understands ways technology is used in the home and school and how technology affects people's lives. The student is expected to:
(12)(A) identify examples of technology used in the home and school;	(12)(A) identify examples of technology used in the home and school;

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2018 TEKS	2024-2025 TEKS
(12)(B) describe how technology helps accomplish specific tasks and meet people's needs; and	(12)(B) describe how technology helps accomplish specific tasks and meet people's needs; and
(12)(C) describe how his or her life might be different without modern technology.	(12)(C) describe how his or her life might be different without modern technology.
(13) 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:	(13) 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:
	(13)(A) identify and state facts based on relevant evidence;
	(13)(B) identify different kinds of historical sources and artifacts and explain how they can be used to study the past;
(13)(A) 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	(13)~~(A)~~(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
(13)(B) sequence and categorize information.	(13)~~(B)~~(D) sequence and categorize information.
(14) Social studies skills. The student communicates in oral and visual forms. The student is expected to:	(14) Social studies skills. The student communicates in oral and visual forms. The student is expected to:
(14)(A) place events in chronological order;	(14)(A) place events in chronological order;
(14)(B) use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow;	(14)(B) use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow;
(14)(C) express ideas orally based on knowledge and experiences; and	(14)(C) communicate information visually, orally, or in writing based on knowledge and experiences in social studies; ~~express ideas orally based on knowledge and experiences; and~~
(14)(D) create and interpret visuals, including pictures and maps.	(14)(D) create and interpret visuals, including pictures and maps; and
	(14)(E) apply and practice classroom rules and procedures for listening and responding respectfully.
(15) 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.	(15) 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.~~
	(15)(A) use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community; and

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2018 TEKS	2024-2025 TEKS
	(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.

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