

**DRAFT Proposed Revisions**  
***Texas Essential Knowledge and Skills***

***Social Studies Research Methods***

**Prepared by the State Board of Education TEKS Review Committees**

**First Draft – July 31, 2009**

These documents have been formatted for consistency and for ease of review.

Proposed additions are shown in green font with underlines and proposed deletions are shown in red font with strike throughs.

Comments in the margin provide explanations for proposed changes. The following notations were used as part of the explanations:

**BSG** = information added, changed or deleted based on broad strokes guidance  
**CRS** = information added or changed to align with College Readiness Standards  
**ER** = information added, changed or deleted based on expert reviewer feedback  
**MV** = multiple viewpoints from within the committee

**§113.39. Social Studies Research Methods (One-Half Credit).**

(a) General requirements. Students shall be awarded one-half unit of credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits.

(b) Introduction. In Social Studies Research Methods, an elective course, students conduct advanced research on a selected topic in social studies using qualitative and/or quantitative methods of inquiry. Students present their research results and conclusions in written and visual/ or oral format. The course is designed to be conducted in either classroom or independent settings.

**Comment [s1]:** Moved from TEKS (8) (A,B) and expanded to clarify that the research must have a final product.

**Comment [s2]:** This requirement for presentation is logical next step, is common practice and tracks CRS p.39 V A 1.

(c) Celebrate Freedom Week

(1) Each social studies class shall include, during Celebrate Freedom Week as provided under Texas Education Code, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the United States Constitution, including the Bill of Rights, in their historical contexts.

**Comment [s3]:** TAC §74.33. Additional Requirements for Social Studies Classes for Grades 3-12.

(1) Social studies skills. The student understands the need for an organizing framework to identify an area of interest and collect information. ~~basic philosophical foundation for qualitative and quantitative methods of inquiry.~~ The student is expected to:

**Comment [s4]:** We removed qualitative and quantitative wording here so that students select topic before deciding which research approach to use.

(A) Select a social ~~science~~ studies issue, topic, or area of interest;

**Comment [s5]:** CRS-From CRS , p. 37 I. F. I and from TEKS 1(C) and TEKS 2(A). We broke this apart and re-sequenced to clarify the process.

(B) Write a rationale and preliminary ideas for research methods;

**Comment [s6]:** Formerly TEKS (1)(C) and (2)(A).

(C) Develop a literature review ~~bibliography~~ and

**Comment [s7]:** BSG & CRS- Formerly a part of TEKS (2)(A), broken apart to clarify; term changed from bibliography to literature review to reflect the collection of early material; From CRS, p. 38, IV. B. i. and from TEKS 1(C) and TEKS 2(A). We broke this apart and re-sequenced to clarify the process.

(D) Develop a thesis.

(2) Social studies skills. ~~The student understands the need for an organizing framework to identify a problem or area of interest and collect information. The student is expected to:~~ The student applies a process approach to a research topic, applying the ideas, theories, and modes of inquiry drawn from the social sciences in the examination of persistent issues and social questions. The student is expected to:

**Comment [s8]:** We have broken this down to chronological steps, including elements that were present before.

~~(5) Social studies skills. The student understands the use of theory and research for descriptive and predictive purposes. The student is expected to:~~ ~~(9) Social studies skills. The student understands the basic principles of historic analysis. The student is expected to:~~ (B) construct and test cause and effect hypotheses and compare them with correlational analyses; and (C) select the appropriate use of chronological relationships in historiography.

**Comment [s9]:** CRS-From CRS., p. 39, IV.D.i.

**Comment [s10]:** Reordered – moved to TEKS (1) since topic must be chosen before selecting the method of research.

**Comment [s11]:** Originally TEKS (2)(B)

**Comment [s12]:** Originally TEKS (5), moved to clarify; process.

**Comment [s13]:** These elements are too specific; not all topics will be historical or appropriate for correlation analysis.

(A) understands the basic requirements for qualitative and quantitative methods of inquiry, including inductive and deductive reasoning; determine the most efficient effective research approach from a variety of alternatives using a cost-benefit analysis;

**Comment [s14]:** Was TEKS 1(A), reorganized to provide clarity to the research process.

(B) Select and design a research project, including an examination of the theory and methods applicable to the research topic; ~~(1)(C) design a research project with a rationale for a given research method.~~

**Comment [s15]:** Originally (6)(C), moved to clarify process; efficient changed to effective to clarify; final phrase removed as it is not appropriate to all projects.

(C) Collect information from a variety of sources (primary, secondary, written, and oral) using techniques such as questionnaires, interviews, and library research;

**Comment [s16]:** We broke this into qualitative and quantitative above, is included in 2 a.

(D) use various current technology such as CD-ROM, academic journals, primary sources on the internet, email interview, video interviews to collect information about the selected topic; and library topic catalogues, networks, and on-line information systems to collect information about a selected topic

**Comment [s17]:** Was TEKS (1)(c) & 2(A); INTENDED TO CLARIFY THAT CHOOSING A TOPIC AND DESIGNING A RESEARCH PROJECT ARE DISTINCT TASKS

(E) Utilize information from sources that take into account multiple perspectives.

**Comment [s18]:** CRS-Originally TEKS (4)(A); From CRS p.38-39, IV. B. 1, 2, and 4

(F) Differentiate between primary and secondary sources and use each appropriately to conduct research and construct arguments ~~(9)(A) describe the best uses for each;~~

**Comment [s19]:** CRS-Originally TEKS 4(B). We just made this more technologically current. From CRS p.38-39, IV. B. 1, 2, and 4

(G) Develop and use criteria for the evaluation of qualitative and/or quantitative information; originally 1(A)

**Comment [s20]:** CRS p. 38, IV A. 3.

(H) Describe the results of the research process

**Comment [s21]:** CRS-Formerly TEKS 4(A) and 9(A) and from CRS p.38, IV. A. 4; wording changed to clarify process. ER-Kracht, Marsall, Hodges, Dreisbach, and Barton all emphasized the importance of differentiating primary and secondary sources

(I) Generate logical conclusions from research results ~~(1)(B) generate logical and consistent conclusions from given qualitative and quantitative information; and~~

**Comment [s22]:** CRS-TEKS 5(A), CRS p.39 (IV)(D)

(J) Justify conclusion with supporting evidence; and

**Comment [s23]:**

(K) make predictions as to future actions and/or outcomes based on conclusions of research;

**Comment [s24]:** CRS-Previously TEKS (1)(B); CRS p. 39, IV.D.

(L) Develop a bibliography in a format appropriate to the social sciences, for example (MLA) *Modern Language Association*, (CMS) *Chicago Manual of Style* to document sources and format written materials; and

**Comment [s25]:** Originally TEKS 5(B)

**Comment [s26]:** CRS p.39. V, B1; TEKS ELAR, English IV, (23) (D)

(3) Social studies skills. If doing qualitative research, the student employs the processes of critical social science inquiry to understand an issue, topic, or area of interest, using a variety of sources, and checking their credibility, validating and weighing evidence for claims, and searching for causality. The student is expected to:

**Comment [s27]:** Qualitative and quantitative research require the work of different skill sets.

(A) Interpret the historiography of the research topic.<sup>1</sup>

**Comment [s28]:** CRS-TEKS 9(C), CRS p. 39, IV. B. 2. NCSS Curriculum Standards for Social Studies, p.139, X.C.

(B) Apply key social science concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity; and

**Comment [s29]:** TEKS 9(C) NCSS Curriculum Standards for Social Studies, p. 113, II.B.

(C) Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.

**Comment [s30]:** NCSS Curriculum Standards for Social Studies, p. 113, II. E.

**Comment [s31]:** Clarification

(4) Social studies skills. If doing quantitative research, the student is expected to:

(A) Apply the scientific method in a research project;

(B) create a matrix relating various research methodologies such as survey research, ethnography, primary documents, and statistical analysis to given subject areas; and

(C) Determine the most efficient research approach;

**Comment [s32]:** CRS-From CRS p. 38, IV. B. 1

**Comment [s33]:** Edited to make universally applicable.

(D) Utilize basic statistical approaches and tools in the analysis of aggregate information. ~~The student is expected to:~~

**Comment [s34]:** CRS-TEKS 7, and from CRS p. 38, IV; TEKS

(E) define and compute statistical information using various statistical approaches such as means testing and correlation, measures of central tendency and distribution, the development of categorical systems, and logical analysis;

(F) analyze information using a spreadsheet or statistical analysis information software

**Comment [s35]:** Formerly 7B

(G) applies the fundamental principles and requirements of validity and reliability as used in the social sciences. ~~(both social science and historical fields of inquiry). (3)The student is expected to:(A) Define and differentiate reliability and validity;(B) Apply methods of checking for reliability; and (C) Evaluate various sources for reliability and validity and justify the conclusions.~~

**Comment [s36]:** Originally (3)(A-C); moved to quantitative research section to clarify process.

(H) interpret patterns of behavior reflecting attitudes and values that contribute or pose obstacles to cross-cultural understanding;

**Comment [s37]:** CRS-From CRS p. 38, III. B. 1

(I) utilize applicable ethical standards in collecting, storing, and using human experimental or survey data. ~~(10) Social studies skills. The student~~

**Comment [s38]:** CRS-TEKS 10(A) and from CRS p.38, IV. B. 1. We wanted to be specific about what was expected for each research method, so we broke them out separately.

<sup>1</sup> Curriculum Standards for Social Studies: Expectations for Excellence, Bulletin 89, National Council for the Social Studies, 1994.

- ~~understands the ethical aspects of collecting, storing, and using data. The student is expected to:~~(5)(A) ~~describe the results of a research process; and~~
- (5) Social studies skills. The student creates a written and oral presentation of research and conclusions. The student is expected to:
- (A) The student applies the conventions of usage and mechanics of written English.
- (B) Present thesis and conclusion.
- (C) Use appropriate social science terminology.
- (D) Justify conclusion with supporting evidence and address counter arguments as appropriate.
- (E) Construct visuals such as statistical compilations, charts, graphs, tables, timelines, and maps to convey appropriate data; ~~(8) Social studies skills. The student understands the requirements of graphic displays of data. The student is expected to:~~ (A) ~~construct visuals such as charts, graphs, tables, time lines, and maps to convey appropriate data; and~~
- (F) create a presentation on a selected topic using word-processing, graphics, and multimedia software.
- (G) Incorporate and present visual images (photographs, paintings, and other media) to enhance presentation.
- (H) Develop a bibliography with ideas and information attributed to source materials and authors using accepted social sciences formats, for example (MLA) Modern Language Association, (CMS) Chicago Manual of Style) to document sources and format written materials; and ~~(10)(B) evaluate the relationship among copyright laws, proper citation requirements, and ethical ways of collecting and presenting information.~~
- Comment [s39]:** This description is included in the presentation component below.
- Comment [s40]:** Standard expectation for research project is to present material in either written or oral form to the appropriate audience.
- Comment [s41]:** TEKS ELAR Research and Technical Writing, (4).
- Comment [s42]:** CRS-From CRS p. 38, IV. B.1
- Comment [s43]:** CRS-From CRS p.39, V.A.1
- Comment [s44]:** CRS-From CRS p.39, IV.D.2 and from CRS p.38 IV.D.1 and TEKS 1(B)
- Comment [s45]:** CRS-From CRS p.39, IV. B.3 and TEKS 8 (A)
- Comment [s46]:** Formerly TEKS (8)(B)
- Comment [s47]:** CRS-From CRS p.39, IV. B.3
- Comment [s48]:** CRS-From CRS p.38, IV.B.1 and TEKS 10(B)
- Comment [s49]:** CRS p.39, V. B1; TEKS ELAR, English IV, (23) (D)

Source: The provisions of this §113.39 adopted to be effective September 1, 1998, 22 TexReg 7684.