DRAFT Proposed Revisions

Texas Essential Knowledge and Skills

Special Topics in Social Studies

Prepared by the State Board of Education TEKS Review Committees

October 17, 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
IF = information added, changed or deleted based on informal feedback
MV = multiple viewpoints from within the committee

§113.38. Special Topics in Social Studies (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.

(1) In Special Topics in Social Studies, ~~an elective course comparable to the former Advanced Social Science Problems~~ students are provided the opportunity to ~~apply the knowledge and skills of the social sciences to a variety of topics and issues.~~ develop a greater understanding of the historic, political, economic, geographic, multicultural and social forces that have shaped their lives and the world in which they live. ~~Students use critical thinking skills to locate, organize, analyze, and use data collected from a variety of sources. Problem solving and decision making are important elements of the course as is the communication of information in written, oral, and visual forms.~~ Students will use social science knowledge and skills to engage in rational and logic based analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse human perspectives.

(2) State and federal laws mandate a variety of celebrations and observances including Celebrate Freedom Week. 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. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the United States Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subsection (a) of this section, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

Comment [A1]: No longer relevant

Comment [A2]: CRS-CRS p. 35, 38

Comment [A3]: Moved to (C)(2)

Comment [A4]: CRS-CSR, p.35, column 1 paragraph 3

Comment [A5]: Committee strongly encourages the inclusion of information during professional development on how teachers can stay current on required celebrations and observances.

Comment [A6]: BSG-Paragraph added to include Celebrate Freedom Week mandate in alignment with other grade levels per a vertical agreement.

Comment [A7]: BSG-TAC §74.33. Additional Requirements for Social Studies Classes for Grades 3-12.

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(c) Knowledge and skills.

~~(3)~~ (1) Social studies skills. The student uses problem solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) apply social studies methodologies encompassing a variety of research and analytical tools to explore questions or issues thoroughly and fairly to include multiple perspectives;

(B) evaluate effects of major political, economic, and social conditions on selected social studies topic;

(C) appraise a geographic perspective that considers physical and cultural processes as they affect the selected topic;

(D) examine the role of diverse communities in the context of the selected topic;

(E) analyze ethical issues raised by the selected topic in historic, cultural, and social contexts;

~~(A)~~ (F) depending on the topic, use a problem-solving process 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; and

~~(B)~~ (G) depending on the topic, use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

~~(1)~~ (2) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) locate, analyze, organize, synthesize, evaluate, and apply information about selected topic – identifying, describing, and evaluating multiple points of view;

~~(A)~~(B) differentiate between ~~locate, and use~~ primary and secondary sources, ~~such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about a selected topic in social studies~~ and use them appropriately to conduct research and construct arguments; ~~;~~

(C) read narrative texts critically; identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;

Comment [A8]: CRS-Formerly TEKS (C)(3); CRS p.37, I.(F).

Comment [A9]: CRS-CRS p. 37. I (F), p. 38 II & III

Comment [A10]: CRS-CRS p. 37,I, (B),3

Comment [A11]: CRS, p. 37, A. Inserted pursuant to expert review by J. Kracht regarding inclusion of geographic perspectives.

Comment [A12]: CRS-CRS p. 37, I and II

Comment [A13]: CRS-CRS p.37, I, (F), 2:

Comment [A14]: BSG-Originally TEKS 3(A); extra wording added to clarify ambiguity.

Comment [A15]: BSG-Originally TEKS 3(B); extra wording added to clarify ambiguity.

Comment [A16]: CRS-CRS p. 38, IV (B).3

Comment [A17]: CRS&ER-TEKS (c) 1 (A); CRS p.38, IV A, 4; also ER comments from Hodges, Dreisbach, Marshall and Barton.

Comment [A18]: BSG-Reworded to clarify expectation.

Comment [A19]: BSG-Added to clarify expectation; CRS, p. .38, IV, A, 6

Comment [A20]: TEKS 1(C)

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~~(B)~~ (D) 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;

(E) collect visual images (photographs, paintings, political cartoons, and other media) to enhance understanding and appreciation of multiple perspectives in a social studies topic;

~~(D) support a point of view on a social studies issue or event;~~

~~(E)~~ (F) identify bias in written, oral, and visual material;

~~(F)~~ (G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and

~~(G)~~ (H) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

~~(2)~~ (3) Social studies skills. The student ~~communicates in~~ creates written, oral, and visual ~~forms~~ presentations of social studies information. The student is expected to:

(A) apply the conventions of usage and mechanics of written English;

~~(A)~~ (B) use social studies terminology correctly;

~~(B) use standard grammar, spelling, sentence structure, and punctuation;~~

(C) use appropriate oral communication techniques;

(D) ~~create written, oral, and visual presentations of social studies information;~~ construct a thesis that is supported by evidence;

(E) recognize and evaluate counter arguments;

(F) use visual images (photographs, paintings, and other media) to facilitate understanding and appreciation of multiple perspectives in a social studies topic;

Comment [A21]: Moved from TEKS 1(B)

Comment [A22]: NCSS Curriculum Standards for Social Studies, p. 113, II.(D)

Comment [A23]: *Curriculum Standards for Social Studies: Expectations for Excellence*, Bulletin 89, National Council for the Social Studies, 1994.

Comment [A24]: Concept below in section 3

Comment [A25]: TEKS 1 (E)

Comment [A26]: TEKS 1(F)

Comment [A27]: TEKS 1(G)

Comment [A28]: Originally TEKS 2

Comment [A29]: BSG-TEKS ELAR Research and Technical Writing, (4). Revised to clarify expectations.

Comment [A30]: Originally 2(B)

Comment [A31]: CRS-CRS p. 39 1(A)

Comment [A32]: CRS-CRS p. 39, 1(D), Same idea as TEKS 1(D)

Comment [A33]: CRS- CRS p. 39 (D) 2

Comment [A34]: NCSS Curriculum Standards for Social Studies, p. 133 (II D)

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(G) develop a bibliography with ideas and information attributed to source materials and authors using accepted social sciences formats. Such as (MLA) "Modern Language Association," (CMS) "Chicago Manual of Style" to document sources and format written materials; and

(C)(H) use computer software to create written, graphic, or visual products from collected data. transfer information from one medium to another, or visual, using computer software including written to visual and statistical to written as appropriate; and

Comment [A35]: CRS-From CRS p.38, IV.B.1 and TEKS 10(B)

Comment [A36]: BSG-Reworded for clarification purposes.

Source: The provisions of this §113.38 adopted to be effective September 1, 1998, 22 TexReg 7684.

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