

## College and Career Readiness Social Studies Vertical Team Phase 2 GAP ANALYSIS

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### Background/Process:

Phase 2 of the College and Career Readiness Program has been completed as directed by the Third Special Called Session of the 79<sup>th</sup> Texas Legislature regarding House Bill 1, Section 28.008 of Texas Education Code: [“Advancement of College Readiness in Curriculum.”](#)

A vertical team (VT) of ten members, six representing secondary public education and four representing higher education, evaluated the degree of alignment between the state’s College and Career Readiness Standards (CCRS), adopted January 24, 2008, for Social Studies and the Texas Essential Knowledge and Skills (TEKS) for secondary social studies (i.e., grades 6-8, World Geography, World History, US History, Economics, Government, Psychology, and Sociology). This process is called “gap analysis” and the three documents that the VT was charged with comparing are readily available on the Internet at: <http://www.theceb.state.tx.us/collegereadiness/TCRS.cfm>, <http://www.tea.state.tx.us/rules/tac/chapter113/index.html>, and <http://www.tea.state.tx.us/rules/tac/chapter118/index.html>.

Pre-meeting homework was emailed to all team members on May 22, 2009, instructing everyone to review the CCRS and the TEKS and to rate each of the CCRS items as having strong, adequate, or weak alignment with the TEKS (and these would be specified). The ranking system consists of three levels called “strong, adequate, and weak” and referred to with the acronym “SAW.” In general, the SAW system assesses the qualitative degree of strength of the most direct connection between the CCRS and the TEKS, rather than a quantitative count of connections for any strength level. In cases of alignment that were difficult to identify, members were asked to note if this was due to the nature of the CCRS or to the nature of the TEKS. The ten-member Phase 2 team was instructed that the CCRS could not be changed, but that the TEKS could be revised to incorporate the CCRS wherever gaps were found between the three documents.

On June 22-23, 2009 in Austin, Texas, the Phase 2 College and Career Readiness Social Studies Vertical Team held an in-person meeting with Joseph Kulhanek, TEA Director of the College and Career Readiness Program, and Lynette Heckmann, Director of College and Career Readiness Initiatives from the Higher Education Coordinating Board. They guided the VT with their task of analyzing and aligning the CCRS Social Studies Key Contents, Organizing Components, and Performance Expectations to the secondary social studies TEKS. Joseph presented an overview of Phase 1 leaving ample time for additional questions from team members. Rosemary Morrow, Director of Social Studies for the Texas Education Agency, provided an overview of the social studies TEKS adoption

process, gave an update on the upcoming/on-going social studies TEKS review process, and explained the legislative intent to incorporate the CCRS into the TEKS.

Ms. Morrow facilitated the collective VT discussion using the SAW scale, addressing the five CCRS standards individually and in order. The template included the CCRS in a pre-populated column on the left side of the form . The middle column was used to record the VT's SAW alignment rating and their comments. The right-hand column was used to record the specific parts of the TEKS found to align with the CCRS. While VT members simply "called out" some collective feedback as TEA staff recorded the information, items without strong consensus yielded on-the-spot discussion to identify and resolve issues. The VT finished their tasks at the end of the second day as scheduled.

The co-chairs prepared a first draft of the gap analysis report on July 13, 2009. The report was emailed to the other eight VT members on July 14, 2009. All VT members had the opportunity to relay to the co-chairs any feedback or corrections via email. Taking into account the discussion and feedback from this stage, the co-chairs finalized the report and submitted it to the agency for posting on the web portal.

## **Findings and Contextual Comments for Gap Analysis Spreadsheet:**

**The Phase 2 College and Career Readiness Social Studies vertical team members found that the College and Career Readiness Standards in social studies are aligned to varying degrees with the Texas Essential Knowledge and Skills for Secondary Social Studies.** Generally, team members indicated some degree of alignment [strong or adequate] between most of the standards contained in the CCRS and the social studies TEKS.

The following are the findings and comments for each social studies CCRS:

### **Interrelated Disciplines and Skills (CCRS–Social Studies Standard I) identified mostly as strongly or adequately aligned with Secondary Social Studies TEKS.**

- CCRS I.A.1. Use the tools and concepts of geography appropriately and accurately was found to have strong alignment by all 10 VT members.
- CCRS I.A.2. Analyze the interaction between human communities and the environment was found to have strong alignment by all 10 VT members.
- CCRS I.A.3. Analyze how physical and cultural processes have shaped human communities over time was found to have strong alignment by 9 VT members. The 10<sup>th</sup> VT member found strong alignment in the “physical processes” portion of the standard and adequate alignment in the “cultural processes” portion of the standard.
- CCRS I.A.4. Evaluate the causes and effects of human migration patterns over time was found to have strong alignment by all 10 VT members.
- CCRS I.A.5. Analyze how various cultural regions have changed over time was found to have strong alignment by 5 VT members and adequate alignment by 5 VT members. The 5 VT members that found only adequate alignment expressed concern that the only existing alignment was at 6<sup>th</sup> and 7<sup>th</sup> grade and World Geography, with no alignment at all at 8<sup>th</sup> grade, World History, US History, and the senior level courses.
- CCRS I.A.6. Analyze the relationship between geography and the development of human communities was found to have strong alignment by all 10 VT members.
- CCRS I.B.1. Examine how and why historians divide the past into eras was found to have weak alignment by all 10 VT members. All 10 VT members expressed specific concerns that: the standard was ambiguous as stated; a “disconnect” exists between the historian and the dates/eras; and, there is no evidence of the study of “historiography” in the TEKS.
- CCRS I.B.2. Identify and evaluate sources and patterns of change and continuity across time and place was found to have strong alignment at the high school level by all 10 VT members. However, all 10 members found weak alignment at middle school with each expressing specific concern that the TEKS lacked explicit examples at 6<sup>th</sup> and 8<sup>th</sup> grades.
- CCRS I.B.3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history was found to have strong alignment by all 10 VT members.
- CCRS I.C.1. Evaluate different governmental systems and functions was found to have weak alignment by all 10 VT members due to the fact that the TEKS verbs

- CCRS I.C.2. Evaluate changes in the functions and structures of government across time was found to have strong alignment by 9 VT members. One member found adequate alignment citing specifically that the TEKS need more support of this standard at the middle school level.
- CCRS I.C.3. Explain and analyze the importance of civic engagement was found to have strong alignment by all 10 VT members.
- CCRS I.D.1. Identify and evaluate the strengths and weaknesses of different economic systems was found to have weak alignment by all 10 VT members, with each expressing concern that the correlations found in the TEKS asked for identification of characteristics. Also, none were found specifically for evaluation, therefore strengths or weaknesses could not be identified.
- CCRS I.D.2. Analyze the basic functions and structures of international economics was found to have weak alignment by all 10 VT members. All 10 VT members expressed specific concerns that: there were no correlations found at the analysis level; most of the examples found are international aspects of economics in reference to US world trade; and, the structures of international economics are not addressed.
- CCRS I.E.1. Identify different social groups (e.g., clubs, religious organizations, etc.) and examine how they form and how and why they sustain themselves was divided into three parts and analyzed for alignment as follows: “identify different social groups” was found to have strong alignment by all 10 VT members; “how they form” was found to have adequate alignment by all 10 VT members; and, “why they sustain themselves” was found to have weak alignment by all 10 VT members. All 10 VT members expressed concern that most of the aligned TEKS fail to move beyond identification and have a lack of emphasis on continuity over time.
- CCRS I.E.2. Define the concept of socialization and analyze the role it plays in human development and behavior was found to have weak alignment by all 10 VT members. VT members expressed concern that: there is little or no evidence of alignment in the core courses in all grades, 6-12; a definition of socialization with examples is lacking in the associated TEKS and needs to be constructed; additionally, elements of socialization, such as family, education, ethnicity & race, religion, gender, income, technology & communication are absent and need to be included.
- CCRS I.E.3. Analyze how social institutions (e.g., marriage, family, churches, schools, etc.) function and meet the needs of society was found to have adequate alignment by all 10 VT members. Concerns were expressed by all 10 VT members that outside the senior level electives of Psychology and Sociology, more emphasis needs to be placed on analysis, and that emphasis on gender is weak in high school US history.
- CCRS I.E.4. Identify and evaluate the sources and consequences of social conflict was found to have strong alignment by all 10 VT members.
- CCRS I.F.1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly was found to have strong alignment by all 10 VT members.

- CCRS I.F.2. Analyze ethical issues in historical, cultural, and social contexts was found to have weak alignment by all 10 VT members because of the following two issues: ethical concepts in the TEKS need to be added; and, historical, cultural, social, personal, and governmental contexts are by and large not present, with the exception of the TEKS US History 2C.

**Diverse Human Perspectives and Experiences (CCRS–Social Studies Standard II) found to be mostly weakly aligned with Secondary Social Studies TEKS.**

- CCRS II.A.1. Define a multicultural society and consider both the positive and negative qualities of multiculturalism was found to have weak alignment by all 10 VT members. VT members commented as follows: a definition of multiculturalism needs to be included in the TEKS; a gap exists between both the CCRS and the TEKS documents involving the concept of multiculturalism; and, positive and negative qualities of multiculturalism need to be listed.
- CCRS II.A.2. Evaluate the experiences and contributions of diverse groups to multicultural societies was found to have weak alignment by all 10 VT members. VT members commented as follows: there is a lack of emphasis on experiences and contributions; the TEKS cited identify but do not evaluate as the standard calls for; and, not enough examples exist in the cited TEKS.
- CCRS II.B.1. Explain and evaluate the concepts of race, ethnicity, and nationalism was found to have weak alignment by all 10 VT members. VT members specifically commented that: there is a lack of emphasis on evaluation of the concepts of race, ethnicity and nationalism; the TEKS need to do a better job of defining nationalism (Note: the current term used is “national identity”); the standard’s language is ambiguous – it is difficult to *evaluate* the concepts of race, ethnicity and nationalism; and, the TEKS should approach this as evaluating the “role of” rather than the concepts themselves.
- CCRS II.B.2. Explain and evaluate the concept of gender was found to have weak alignment by all 10 VT members. VT members specifically commented as follows: the standard is ambiguous as it is written – it is difficult to *evaluate* the concept; gender is much more broadly defined today than when the TEKS were written; the TEKS should approach this as evaluating the *changing* gender roles in society; and, the term gender as used today applies to both men and women.
- CCRS II.B.3. Analyze diverse religious concepts, structures, and institutions around the world was found to have adequate alignment by all 10 VT members because in most cases the TEKS include religion in a list rather than as a single concept to be analyzed.
- CCRS II.B.4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity was found to have adequate alignment by all 10 VT members because the rigor does not reach evaluation level and the concentration seems to be at the senior (12<sup>th</sup> grade) level courses. Note: it needs to be covered at all the secondary levels.
- CCRS II.B.5. Explain the concepts of socioeconomic status and stratification was found to have weak alignment by all 10 VT members. VT members expressed concerns that the cited TEKS lack an explicit definition of “socioeconomic status and stratification,” and this weak alignment points to missed opportunities for

- CCRS II.B.6. Analyze how individual and group identities are established and change over time was found to have weak alignment by all 10 VT members. The standard is written in a vague manner and could not be correlated.

**Interdependence of Global Communities (CCRS–Social Studies Standard III) found to be for the most part strongly aligned with the Social Studies TEKS.**

- CCRS III.A.1. Distinguish spatial patterns of human communities that exist between or within contemporary political boundaries was found to have an adequate alignment by all 10 VT members. The group suggested that greater emphasis could be placed on spatial patterns.
- CCRS III.A.2. Connect regional or local developments to global ones was found to have strong alignment by all 10 VT members.
- CCRS III.A.3. Analyze how and why diverse communities interact and become dependent on each other was found to have weak alignment by all 10 VT members. The VT suggested that the TEKS should emphasize the concept of interdependence and include more analysis of the interactions among societies, especially those interactions that go beyond just trade.
- CCRS III.B.1. Apply social studies methodologies to compare societies and cultures was found to have strong alignment by all 10 VT members.

**Analysis, Synthesis, and Evaluation of Information (CCRS–Social Studies Standard IV) found to be strongly aligned, with few exceptions, with Social Studies the TEKS.**

- CCRS IV.A.1. Identify and analyze the main idea(s) and point(s) of view in sources was found to have strong alignment by all 10 VT members.
- CCRS IV.A.2. Situate an informational source in its appropriate contexts (contemporary, historical, cultural) was found to have strong alignment by all 10 VT members; however, the VT suggested that this social studies skill should be included in World Geography.
- CCRS IV.A.3. Evaluate sources from multiple perspectives was found to have strong alignment by all 10 VT members.
- CCRS IV.A.4. Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments received mixed reviews. All 10 members of the VT found the TEKS strongly aligned in regards to the act of differentiating primary and secondary sources, but just adequately aligned regarding conducting research. Likewise, all members found a weak alignment in regards to constructing arguments.
- CCRS IV.A.5. Read narrative texts critically was found to have strong alignment by all 10 VT members.
- CCRS IV.A.6. Read research data critically was found to have strong alignment by all 10 VT members.

- CCRS IV.B.1. Use established research methodologies was found to have strong alignment by all 10 VT members.
- CCRS IV.B.2. Explain how historians and other social scientists develop new and competing views of past phenomena was found to have weak alignment by all 10 VT members. The VT suggested that historiography should be included in the social studies skills and students should be provided with opportunities to interpret different historical sources. The VT also recommended that students should be able to determine how interpretations have changed over time and place.
- CCRS IV.B.3. Gather, organize, and display the results of data and research was found to have strong alignment by all 10 VT members.
- CCRS IV.B.4. Identify and collect sources was found to have strong alignment by all 10 VT members. The VT noted the foundation skills in the cross-disciplinary standards support this social studies standard.
- CCRS IV.C.1. Understand and interpret presentations (e.g., speeches, lectures, informal presentations) critically was found to have strong alignment by all 10 VT members. However, the unanimous vote was based on critical listening skills (aurally only). The team recommended that more listening requirements should be included in the TEKS.
- CCRS IV.D.1. Construct a thesis that is supported by evidence was found to have weak alignment by all 10 VT members. The VT noted that in the social studies TEKS there are many instances of creating a main idea and supporting it in a written form, but the concept of a “thesis statement” supported by evidence is missing.
- CCRS IV.D.2. Recognize and evaluate counterarguments received mixed reviews. All 10 members agreed that there is strong alignment in regards to recognizing counterarguments, but all members also agreed that the alignment is weak regarding the evaluation of counterarguments. The VT suggested that evaluations of the counterarguments should be included within the TEKS.

**Effective Communication (CCRS–Social Studies Standard V) found to be mostly strongly aligned with the Social Studies TEKS.**

- CCRS V.A.1. Use appropriate oral communication techniques depending on the context or nature of the interaction was found to have strong alignment by all 10 VT members.
- CCRS V.A.2. Use conventions of standard written English was found to have strong alignment by all 10 VT members.
- CCRS V.A.3. Attribute ideas and information to source materials and authors was found to have weak alignment by all 10 VT members. The VT suggested that Social Studies skills (grades 6-12) should include the definition of plagiarism and a proper format for source citations, including electronic sources.

**Phase 2 Vertical Team members**

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**Secondary Education:**

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Anita Hightower, Eisenhower High School – Houston  
Jenae Hill, Bastrop ISD – Bastrop  
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**Texas Education Agency**

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## **Further Comments:**

**A.** A 45-minute phone conference between the Phase 2 Social Studies Vertical Team members and Mr. Wallace Johnson, Government Professor at South Texas College in McAllen and Phase 1 team member, was held on Tuesday, June 23, 2009, at 1:35 PM. The purpose of the call was to clarify some issues in reference to the original intent of various topics and concepts included in the social studies CCRS. Dagoberto Eli Ramirez, secondary education co-chair, facilitated the discussion.

Most of the questions presented to Mr. Johnson by the Phase 2 Social Studies Vertical Team members focused on the 8 weakly aligned standard statements under **Diverse Human Perspectives and Experiences (CCRS–Social Studies Standard II)**. When asked specifically what the Phase 1 team members were trying to accomplish with CCRS II.A.1. (Define a “multicultural society” and consider both the positive and negative qualities of multiculturalism), Mr. Johnson explained that the direction the Phase 1 team members received from the meeting facilitator was to: (1) think about the standard in terms of globalization, and (2) aim for intellectually high levels. When asked to define, in his Phase 1 committee’s terms, what they meant by “multicultural society,” Mr. Johnson stated that it is a society coming together at a particular place and time, bringing with them a set of shared experiences. He further elaborated that the intent here was to get students stimulated and to begin to dialog at higher cognitive levels of thinking.

When specifically asked about CCRS II.A.2. (Evaluate the experiences and contributions of diverse groups to multicultural societies), as well as how and on what criteria the Phase 1 team expected the evaluation to occur, Mr. Johnson expressed that the Phase 1 committee was interested in getting the students to develop the skill of evaluating concepts so that the concepts would be “more engrained” by the time students entered college.

On CCRS II.B.1. (Explain and evaluate the concepts of race, ethnicity, and nationalism), Mr. Johnson explained that the Phase 1 committee members wanted the students to understand that, “the terms/concepts listed here and the corresponding definitions to these concepts are constructed and not necessarily as cut and dry as they might understand them at first glance.” He explained that the Phase 1 committee wanted students to learn to think at intellectually higher levels as opposed to superficially low levels.

In reference to CCRS II.B.2. (Explain and evaluate the concept of gender), Mr. Johnson explained that the Phase 1 committee members expected students to go beyond the top layer of the women’s movement and that they understand that the concept of gender has changed over time. This understanding may broaden their horizons on the fluctuating nature of the issue. When subsequently asked by the VT members if the Phase 1 committee may have actually intended the standard statement to read/mean *explain and evaluate the concept of changing gender roles*, Mr. Johnson expressed that, in retrospect that may have been the committee’s intent.

On CCRS II.B.3. (Analyze diverse religious concepts, structures, and institutions around the world), Mr. Johnson explained that the Phase 1 committee’s intent here was that

different classes – especially at the high school level – would look at the different aspects of religion to identify various perspectives.

Mr. Johnson stated that the Phase 1 committee believed that the importance of CCRS II.B.4. (Evaluate how major philosophical and intellectual concepts influence human behavior or identity) was that students need to understand that philosophical *ideas* and *concepts* are important contributions and directly influence human identity.

Finally, on CCRS II.B.6. (Analyze how individual and group identities are established and change over time), the Phase 2 VT committee expressed concern that the standard was vague and difficult to meet as written and interpreted. Mr. Johnson explained that it was the committee’s intent that students learn that groups come together and form societies that change, and that this should be studied by students (e.g., beyond merely studying court cases that show the legal changes that occur within these established groups).

The Phase 2 VT committee was grateful for Mr. Johnson’s background knowledge and time in regards to the CCRS – Social Studies Standard II. Mr. Johnson’s perspective proved beneficial to the Phase 2 VT committee as it concluded its work.

**B.** Because analyses of the Cross-Disciplinary Standards were not an assigned task or charge, Phase 2 members did not invest time and energy into assessing the alignment, including the technology standards. Phase 2 VT members recommend that at some point the Cross-Disciplinary Standards and the social studies TEKS be analyzed for alignment.

**C.** College and Career Readiness Social Studies Vertical Team Phase 3 will need to ensure that teachers understand the rigor and intent of the standards by way of professional development and instructional materials.

## Social Studies Gap Analysis

*Organizing Structure: The Texas College and Career Readiness Standards Compared to the Texas Essential Knowledge and Skills for Social Studies*

Texas College and Career Readiness Social Studies Standards	Alignment Rating with Comment	Texas Essential Knowledge and Skills for Social Studies
<p>The Social Studies College and Career Readiness Standards (CCRS) are designed to help students understand the specific content knowledge and academic skills necessary for college and career readiness. The CCRS are broad in nature, equipping students for general education college social studies courses, but are not intended to encompass all skills necessary for students entering majors that require specific social studies knowledge.</p>	<p><b>SAW System:</b>  <b>S=Strong Alignment</b>  <b>A=Adequate Alignment</b>  <b>W=Weak Alignment</b>  <b>For example:</b>  <b>S9, W1=</b>Nine vertical team members found strong alignment and one found weak alignment</p>	<p>As stipulated in the Texas Education Code, school districts are required to provide instruction in essential knowledge and skills at the appropriate grade levels. <b>The social studies TEKS listed within this column apply to the essential knowledge for middle and high school students. The following abbreviations are used to identify the high school social studies courses: <b>WG=World Geography; WH=World History; USH=United States History; G=Government; E=Economics; P=Psychology; and, S=Sociology.</b> Additionally, the 8 social studies strands of the social studies TEKS are used to preface each TEKS cited as alignment evidence: History; Geography; Economics; Government; Citizenship; Culture; Science, Technology, and Society; and, Social Studies Skills.</b></p>
<h3>I. Interrelated Disciplines and Skills</h3>		
<h4>A. Spatial analysis of physical and cultural processes that shape the human experience</h4>		
<p>1. Use the tools and concepts of geography appropriately and accurately.</p>	<p>S10</p>	<p><u>6th Grade</u>: Geography 3 A, B, C; 4 A B; Social Studies Skills 21 C; <u>7th Grade</u>: Geography 8 A, B ; 9 A; Social Studies Skills 21 C, H ; <u>8th Grade</u>: Geography 10 A, B; Social Studies Skills 30 H; <u>WG</u>: Geography 7 A; Economics 11 A; Government 13 A, B; Social Studies Skills 21 A - E; 22 A; <u>WH</u>: Geography 11 A, B; Social Studies Skills 25 I; 26 C; <u>USH</u>: Geography 8 A, B; Social Studies Skills 24 H; <u>G</u>: Social Studies Skills 21E, <u>E</u>: Social Studies Skills 23F, <u>S</u>: Geography 5A</p>
<p>2. Analyze the interaction between human communities and the environment.</p>	<p>S10</p>	<p><u>6th Grade</u>: Geography 4 B, C; 7 A, B, C; <u>7th Grade</u>: Geography 10 A, B; <u>8th Grade</u>: Geography 12 A, B, C; <u>WG</u>: Geography 8 A - D ; <u>WH</u>: Geography 12 B; <u>USH</u>: Geography 9 A; 11 A; <u>G</u>: 5 A, B; <u>S</u>: 6 B</p>

Texas College and Career Readiness Social Studies Standards	Alignment Rating with Comment	Texas Essential Knowledge and Skills for Social Studies
3. Analyze how physical and cultural processes have shaped human communities over time.	S9, S1 Physical, A1 Culture	<u>6th Grade</u> : Geography 4 A - D; 6 C, 7 A, B, C; <u>7th Grade</u> : Geography 9 C; 10 B; <u>8th Grade</u> : Geography 12 A; <u>WG</u> : History 1 A, B; 2A, B; <u>WH</u> : Geography 12 B; <u>USH</u> : Geography 9 A; <u>G</u> : Geography 4 A B, 5 A B; <u>E</u> : Culture 21 B; 22 B; <u>S</u> : Economics 4 B, 6 B, 7 A
4. Evaluate the causes and effects of human migration patterns over time.	S10	<u>6th Grade</u> : Geography 4 B, D; <u>7th Grade</u> : Geography 11 A, B; <u>8th Grade</u> : History 5 G; 6 C; 7 C; Geography 12 C; <u>WG</u> : History 1 A; Geography 6 A, B; 7 B, C; Economics 12 B; Culture 18 A; <u>USH</u> : History 2 C; 5 A; Geography 10 A, B; Culture 21 B
5. Analyze how various cultural regions have changed over time.	S5, A5	<u>6th Grade</u> Culture 17 C - F; 18 B; <u>7th Grade</u> Culture 19 A, B; <u>WG</u> : History 2 A, B; Geography 6 A, B; Culture 16 A - C; Culture 17 A, B; Culture 18 A - D; <u>G</u> Culture 18 B; <u>E</u> Culture 22B; <u>S</u> Geography 6 A, B
6. Analyze the relationship between geography and the development of human communities.	S10	<u>6th Grade</u> : Geography 7 A, B, C; <u>7th Grade</u> : Geography 10 A, B; <u>8th Grade</u> : Geography 12 B; <u>WG</u> : History 1 A, B; 2 A, B; Geography 5 A, B; 6 A, B; 7 A - D; 8 A - D; 9 A, B; <u>WH</u> : Geography 12 A; <u>USH</u> : Geography 10 A, B; 11 A, <u>G</u> : Geography 4 A, B; <u>E</u> : Geography 12 B, 14 A; <u>S</u> : Geography 6 B
<b>B. Periodization and chronological reasoning</b>		
1. Examine how and why historians divide the past into eras.	W10; Examine how and why historians define eras; A lot of ambiguity; A disconnect between the historian and the dates; <b>No evidence of historiography.</b>	<u>7th Grade</u> : History 1 A, B, C; <u>8th Grade</u> : History 1 A, B, C; <u>WH</u> : History 1 A, C, D; <u>USH</u> : History 1 A, B, C

Texas College and Career Readiness Social Studies Standards	Alignment Rating with Comment	Texas Essential Knowledge and Skills for Social Studies
<p>2. Identify and evaluate sources and patterns of change and continuity across time and place.</p>	<p>S10 High School, W10 Middle School; Lacking explicit examples in 6th and 8th grade.</p>	<p><u>7th Grade</u>: Geography 11 C; Culture 20 C, D; <u>WG</u>: History 1 A, B; 2 A, B; Geography 3 A, B; 4 A - C; 5 A, B; 6 A, B; 7 A - D; 8 A - D; 9 A, B; Economics 11 A - C; 12 A - C; etc.; <u>WH</u>: History 1 A - D; <u>USH</u>: History 2 A - C; Geography 9 B; 10 A, B; Government 15 A - D; 16 A, B; Science, Technology, and Society 23 A; <u>G</u>: History 2 A D; 3 A, B; Government 10 A, C; Culture 18 A, B, C; Science, Technology, and Society 19 A, B; <u>E</u>: Economics 8 A; History 19 A D; 20 A, B; Culture 22 A, B; Science, Technology, and Society 26 A - D; 27 A, B</p>

Texas College and Career Readiness Social Studies Standards	Alignment Rating with Comment	Texas Essential Knowledge and Skills for Social Studies
3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.	S10	<p><u>7th Grade</u>: History 1 A - C; History 2 A - F; History 3 A, B; History 4 A, B; History 5 A, B; History 6 A, B; History 7 A - E; <u>8th Grade</u>: History 1 A - C; History 2 A, B; History 3 A - C; History 4 A - D; History 5 A - G; History 6 A - E; History 7 A - D; History 8 A - C; History 9 A - C; <u>WG</u>: Geography 5 A, B; Geography 6 A, B; <u>WH</u>: History 1 A - D; History 2 A, B; History 3 A - C; History 4 A, B; History 5 A, B; History 6 A - C; History 7 A, B; History 8 A - D; History 9 A, B; History 10 A, B; Geography 12 A - C; Economics 13 A, B; Economics 14 A - C; Government 15 A - D; Government 16 A, B; Government 17 A, B; Citizenship 18 A - D; Culture 19 A, B; Culture 20 A - C; Culture 21 A, B; Culture 22 A - C; Science, Technology, and Society 23 A - E; Science, Technology, and Society 24 A - C; <u>USH</u>: History 1 A - C; History 2 A - C; History 3 A - D; History 4 A - C; History 5 A, B; History 6 A - H; History 7 A - D; Geography 9 A, B; Geography 10 A, B; Geography 11 A, B; Economics 12 A - E; Economics 13 A - E; Economics 14 A - E; Government 15 A - D; Government 16 A, B;</p>
		<p>Government 17 A, B; Citizenship 18 A - C; Citizenship 19 A - C; Culture 20 A - E ; Culture 21 A - D; Science, Technology, and Society 22 A - C; Science, Technology, and Society 23 A, B; G History 3 A, B; E History 19 C</p>
<b>C. Change and continuity of political ideologies, constitutions, and political behavior</b>		
1. Evaluate different governmental systems and functions.	A10; The TEKS verbs are at the lower end of Bloom's Taxonomy and not at the evaluation level.	<p><u>6th Grade</u>: Government 11 A - D; 12 A - D; <u>7th Grade</u>: Government 14 A, B; 15 A, B, C; <u>8th Grade</u>: Government 16 A - D; 17 A; <u>WG</u>: Government 13 A, B; <u>WH</u>: Government 15 A, B; <u>G</u>: History 1 A, B; Government 9 A - I; 13 A, B, C; <u>E</u>: Government 17 A</p>

Texas College and Career Readiness Social Studies Standards	Alignment Rating with Comment	Texas Essential Knowledge and Skills for Social Studies
2. Evaluate changes in the functions and structures of government across time.	S9, A1; Needs more support at the middle school level.	<u>8th Grade</u> : Government 16 A, C; 17 A; <u>WH</u> : Government 15 A - D; 16 A, B; <u>USH</u> : Economics 13 D, E; 15 A - D; Government 16 A, B; <u>G</u> : History 1 A, B; 2 A - D; Government 8 E; 10 C
3. Explain and analyze the importance of civic engagement.	S10	<u>6th Grade</u> : Citizenship 13 A, B, C; 14 A, B; <u>7th Grade</u> : Citizenship 16 B; 17 A, B, C; 18 A, B; <u>8th Grade</u> : Citizenship 20 A - F; 21 A - C; 22 A - C; 23 A, B; <u>WG</u> : Citizenship 15 A - C; <u>WH</u> : Citizenship 17 A, B; 18 A - D; <u>USH</u> : Citizenship 18 A - C; <u>G</u> : Government 11 A, B; Citizenship 15 A - D; 16 A - D; <u>E</u> : Government 15 A, B; <u>P</u> : Individual in Society 2 A
<b>D. Change and continuity of economic systems and processes</b>		
1. Identify and evaluate the strengths and weaknesses of different economic systems.	W10; The examples given ask for identification of characteristics but there is no evaluation and no strengths or weaknesses are identified.	<u>6th Grade</u> : Economics 8 B; <u>WG</u> : Economics 10 A - C; <u>WH</u> : Economics 14 C; <u>USH</u> : Economics 13 A, B; <u>G</u> : Economics 6 C; <u>E</u> : Economics 4 B
2. Analyze the basic functions and structures of international economics.	W10; There is nothing at the analysis level; Most of the examples are international aspects of economics in reference to US world trade; The structures of international economics are not addressed.	<u>6th Grade</u> : Economics 8 C; 9 A; 10 A; <u>7th Grade</u> : Economics 13 A, B, C; <u>WG</u> : Economics 12 A; <u>WH</u> : Economics 14 C; <u>USH</u> : Economics 12 E; 14 E; <u>G</u> : Economics 7 A, B; <u>E</u> : 10 A, B; Geography 13 A - D; 14 A, B
<b>E. Change and continuity of social groups, civic organizations, institutions, and their interaction</b>		

Texas College and Career Readiness Social Studies Standards	Alignment Rating with Comment	Texas Essential Knowledge and Skills for Social Studies
1. <b>Identify</b> different social groups (e.g., clubs, religious organizations) and examine <b>how they form</b> and how and <b>why they sustain themselves</b> .	<b>Three-part response: S10 Identify; A10 how they form; W10 Why they sustain themselves;</b> Make a real world connection to why; Most of the TEKS fail to move beyond identification; Lack of emphasis on continuity over time.	<u>6th Grade</u> : Culture 16 A; <u>7th Grade</u> : Culture 19 B; <u>8th Grade</u> : Culture 24 A - E; 25 A, B; 26 B; <u>WG</u> : Culture 17 A; <u>WH</u> : Culture 19 A, B; <u>USH</u> : Culture 21 A - D; <u>G</u> : Citizenship 17 A; Culture 18 C; <u>S</u> : Government 8 B
2. Define the concept of socialization and analyze the role socialization plays in human development and behavior.	W10; Little or no evidence in the core courses 6-12; Construct a definition with examples; Elements of socialization are absent such as family, education, ethnicity & race, religion, gender, income, technology & communication.	<u>6th Grade</u> : Citizenship 14 A, B; Culture A, B; <u>P</u> : Culture 9 A, C; <u>S</u> : Geography 6 A; Government 8 B
3. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society.	A10; Outside of psychology and sociology class more emphasis on analysis; Emphasis on gender is weak in high school US history.	<u>6th Grade</u> : Culture 16 A; <u>7th Grade</u> : Culture 19 B; <u>8th Grade</u> : Culture 24 A - E; 25 A, B; <u>WG</u> : Culture 17 A; <u>WH</u> : Culture 19 A, B; 21 A, B; <u>USH</u> : History 2 C; 5 A; 6 F; Economics 14 A; Culture 21 A, C, D; <u>G</u> : Citizenship 17 A; 18 Culture C; <u>P</u> : Individual in Society 1 D; 2 B; 3 B, C; Culture 9 A, B, C; 11 D; <u>S</u> : Citizenship 2 A, B; Culture 13 A, B
4. Identify and evaluate the sources and consequences of social conflict.	S10	<u>6th Grade</u> : History 1 A, B; Culture 15 D; <u>7th Grade</u> : History 3 A, B, 4 B; 5 A, B; Culture 19 B; Science, Technology, and Society 20 F; <u>8th Grade</u> : History 2 A, B; 4 B, C; 5 D, 6 B, C, D, E; G; 7 A - D; 8 B, C, etc.; 9 C; Culture 24 B, C; <u>WG</u> : Geography 7 B; Government 14 B; Culture 18 A; <u>WH</u> : History 4 B; 5 A, B, etc.; <u>USH</u> : History 2 A - C; 5 A; 7 A - D; Geography 10 A, B; Economics 12 A; 13 B, C; Government 15 C; <u>G</u> : Citizenship 14 C; 16 B
<b>F. Problem-solving and decision-making skills</b>		

Texas College and Career Readiness Social Studies Standards	Alignment Rating with Comment	Texas Essential Knowledge and Skills for Social Studies
1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly.	S10	<u>6th Grade</u> : Social Studies Skills 21 A - F; <u>7th Grade</u> : Social Studies Skills A - F; <u>8th Grade</u> : Social Studies Skills 30 A - H; <u>WG</u> : Social Studies Skills 21 A - E; Social Studies Skills 23 A, B; <u>WH</u> : Social Studies Skills 25 A - I; <u>USH</u> : Geography 8 B; Social Studies Skills 24 A - H; <u>G</u> : Social Studies Skills 21 A - F; <u>E</u> : Social Studies Skills 23 A - G; <u>P</u> : Social Studies Skills 13 A - F; <u>S</u> : Social Studies Skills 14 A - C
2. Analyze ethical issues in historical, cultural, and social contexts.	W10; Add ethical concepts in the TEKS; Historical, cultural, social, and personal and governmental context not present; (ex) US History 2C.	<u>8th Grade</u> : Citizenship 21 C; <u>WG</u> : Social Studies Skills 23 B; <u>G</u> : Citizenship 15 B, C; <u>E</u> : Citizenship 1 A, B; 2 A, B, C; <u>P</u> : Individual and Society 2 B; <u>S</u> : Economics 4 A, B; Government 7 A; Culture 12 B, C
<b>II. Diverse Human Perspectives and Experiences</b>		
<b>A. Multicultural societies</b>		
1. Define a “multicultural society” and consider both the positive and negative qualities of multiculturalism.	W10; Include a definition of multiculturalism; A gap exist with both documents involving the use of multiculturalism; List some positive and negative qualities.	
2. Evaluate the experiences and contributions of diverse groups to multicultural societies.	W10; Lack of emphasis on experiences and contributions; Identify but not evaluate; <b>Not enough examples.</b>	<u>6th Grade</u> : History 2 A, B; Culture 15 C; 17 A - F; <u>7th Grade</u> : Culture 19 A, B; <u>8th Grade</u> : Culture 24 D; <u>USH</u> : Geography 10 A, B; Culture 21 A - D; <u>WG</u> : Citizenship 15 B; Culture 16 A, B; <u>WH</u> : Culture 19 A, B; 20 A, B, C; <u>G</u> : Citizenship 16 B; Culture 18 C; <u>S</u> : Culture 12 A
<b>B. Factors that influence personal and group identities, (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)</b>		

Texas College and Career Readiness Social Studies Standards	Alignment Rating with Comment	Texas Essential Knowledge and Skills for Social Studies
1. Explain and evaluate the concepts of race, ethnicity, and nationalism.	W10; Lack of emphasis on evaluation of the concepts of race, ethnicity and nationalism; Define nationalism (The current term used is national identity); The standard is ambiguous, it is difficult to evaluate the concepts of race, ethnicity and nationalism; The TEKS should approach this as evaluating the "role of" rather than concept.	<u>8th Grade</u> : Culture 24 A; <u>WH</u> : History 8 B; <u>USH</u> : Citizenship 18 C; Culture 21 A - D; <u>G</u> : Government 8 F; Culture 18 C; <u>S</u> : Government 8 B; History 11 B; Culture 12 A
2. Explain and evaluate the concept of gender.	W10; This standard is ambiguous; It is difficult to evaluate the concept; Gender is much more broadly defined today than when the TEKS were written; The TEKS should approach this as evaluating the changing gender roles in society; The term "gender" applies to both men and women.	<u>8th Grade</u> : Culture 24 E; 25 B; <u>WG</u> : Culture 17 B; <u>WH</u> : Culture 21 A, B; <u>USH</u> : History 5 A; Economics 15 A; Citizenship 18 B; Culture 21 D; <u>G</u> : Culture 18 B
3. Analyze diverse religious concepts, structures, and institutions around the world.	A10; In most cases the TEKS include religion in a list rather than as a single concept to be analyzed.	<u>6th Grade</u> : Culture 16 A, B; 19 A, B; <u>7th Grade</u> : Culture 19 B; <u>8th Grade</u> : History 2 B; 3 C; Culture 24 A - E; 26 C; <u>WG</u> : Geography 9 A; Culture 17 A, B; <u>WH</u> : History 3 B; 4 A, B; 10 B; Culture 19 A, B; <u>USH</u> : Culture 21 A - D; <u>G</u> : Culture 18 C; <u>S</u> : Culture 13 A
4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity.	A10; The rigor does not reach evaluation level; Concentration seems to be at the senior level and it needs to be covered at all the secondary levels.	<u>8th Grade</u> : Government 16 D; <u>WG</u> : Culture 18 D; <u>WH</u> : History 8 B; Government 16 B; Citizenship 18 A - D; Culture 19 A, B; 22 A - C; Science, Technology, and Society 23 A - E; 24 A - C; <u>USH</u> : Science, Technology, and Society 22 A - C; 23 A, B; <u>G</u> : History 1 A, B; 2 A - D; Government 8 A - F; 10 A; Citizenship 14 A - F; <u>E</u> : History 19 A; <u>P</u> : The Individual in Society 1 A - D; 2 A, B; 3 B, C, D; Culture 9 A, B, C; 11 D; 12 A, B; <u>S</u> : Citizenship 1 A, B; 2 A, B; Economics 3 A; 4 A, B; Government 8 A, B, C

Texas College and Career Readiness Social Studies Standards	Alignment Rating with Comment	Texas Essential Knowledge and Skills for Social Studies
5. Explain the concepts of socioeconomic status and stratification.	W10; Lacking a definition of socioeconomic status and stratification; Possible exploration of social class, race, ethnicity, poverty, distribution of wealth, education, social mobility, caste, slavery, gender, etc.	<u>6th Grade</u> : Economics 10 B; <u>7th Grade</u> : History 5 A, B; <u>8th Grade</u> : History 7 B, C; Economics 13 A, B, C; <u>WG</u> : Geography 5 B; Culture 17 B; <u>WH</u> : History 3 B; 7 A, B; 9 A, B; Citizenship 18 C; <u>USH</u> : Economics 12 A; 13 B, C, D; Culture 21 A - D; Science, Technology, and Society 22 C; 23 A, B; <u>E</u> : Geography 12 A; Culture 22 A, B; <u>S</u> : Economics 3 A, B; 4 A, B
6. Analyze how individual and group identities are established and change over time.	W10; Standard is vague.	<u>6th Grade</u> : History 2 A, B; Culture 17 C, E; <u>WG</u> : History 1 A, B; 2 A, B; Culture 18 A, B, D; <u>WH</u> : Citizenship 17 A, B; <u>USH</u> : Culture 21 A, B
<b>III. Interdependence of Global Communities</b>		
<b>A. Spatial understanding of global, regional, national, and local communities</b>		
1. Distinguish spatial patterns of human communities that exist between or within contemporary political boundaries.	A10; Greater emphasis could be placed on spatial patterns.	<u>6th Grade</u> : Geography 4 B; <u>7th Grade</u> : Geography 9 A; 11 B, C, D; Economic 12 A, B; C; <u>8th Grade</u> : Geography 12 A; <u>WG</u> : History 1 A, B; Geography 5 A, B; 6 A, B; 7 A - D; 8 A - D; 9 A, B; Government 14 A - C; <u>WH</u> : History 2 A, B; <u>USH</u> : Geography 9 A, B; Geography 10 A, B; 11 A; <u>G</u> : Geography 4 A, B; 5 B; <u>E</u> : Geography 12 B; 14 A, B

Texas College and Career Readiness Social Studies Standards	Alignment Rating with Comment	Texas Essential Knowledge and Skills for Social Studies
2. Connect regional or local developments to global ones.	S10	<u>6th Grade</u> : Economics 8 C; Culture 17 F; 18 D; Science, Technology, and Society 20 A, B; <u>7th Grade</u> : History 7 D; Economics 13 A, B, C; <u>8th Grade</u> : History 4 A; <u>WG</u> : Geography 8 B; Economics 12 A, B; Government 15 A, C; Culture 16 C, 22 C; Science, Technology, and Society 23 B, D; <u>USH</u> : Economics 14 E; Culture 20 E; <u>G</u> : Economics 7 A, B; Government 9 G; <u>E</u> : Geography 14 A, B; Science, Technology, and Society 26 D
3. Analyze how and why diverse communities interact and become dependent on each other.	W10; Emphasize the concept of interdependence; Not enough analysis at this level; Attempt to diversify beyond trade between nations.	<u>6th Grade</u> : Economics 8 C; <u>7th Grade</u> : Economics 13 A, B; <u>8th Grade</u> : Economics 13; <u>WG</u> : Geography 8 A - D; Citizenship 15 A; <u>WH</u> : Economics 14 C; <u>USH</u> : Culture 21 C; <u>G</u> : Economics 7 B; <u>E</u> : Geography 12 A, B; 13 B; 14 B
<b>B. Global Analysis</b>		
1. Apply social studies methodologies to compare societies and cultures.	S10	<u>6th Grade</u> : Geography 3 C; Economics 8 A; Government 12 D; Citizenship 13 C; Culture 15 A - D; 16 B; <u>7th Grade</u> : History 2 A; <u>8th Grade</u> : Culture 24 A - E; <u>WG</u> : Geography 5 A, B; Geography 8 B; Geography 17 A; <u>WH</u> : History 3 A; Economics 14 C; Culture 19 A; <u>E</u> : Economics 10 A, B
<b>IV. Analysis, Synthesis, and Evaluation of Information</b>		
<b>A. Critical examination of texts, images, and other sources of information</b>		
1. Identify and analyze the main idea(s) and point(s) of view in sources.	S10	<u>6th Grade</u> : Social Studies Skills 21 B, D; <u>7th Grade</u> : Social Studies Skills 21 B, D, E; <u>8th Grade</u> : Social Studies Skills 30 B, D, E; <u>WG</u> : Citizenship 15 A, C; <u>WH</u> : Social Studies Skills C, D, H; <u>USH</u> : Social Studies Skills 24 B, C, G; <u>G</u> : Citizenship 17 A, C, Social Studies Skills A, C, D; <u>E</u> : Social Studies Skills 23 A, D, E; <u>P</u> : Social Studies Skills 13 F

Texas College and Career Readiness Social Studies Standards	Alignment Rating with Comment	Texas Essential Knowledge and Skills for Social Studies
2. Situate an informational source in its appropriate contexts (contemporary, historical, cultural).	S10; Include this Social Studies skill in World Geography.	<u>6th Grade</u> : Social Studies Skills 21 E; <u>7th Grade</u> : Social Studies Skills 21 D; <u>8th Grade</u> : Social Studies Skills 30 E; <u>USH</u> : Social Studies Skills 24 C; <u>WH</u> : Social Studies Skills 25 D; <u>G</u> : Social Studies Skills 21D; <u>E</u> : Social Studies Skills 23 A, E
3. Evaluate sources from multiple perspectives.	S10	<u>6th Grade</u> : Social Studies Skills 21 D, E; <u>7th Grade</u> : Social Studies Skills 21 G; <u>8th Grade</u> : Social Studies Skills 30 G; <u>WG</u> : Social Studies Skills 21 B; <u>WH</u> : Social Studies Skills 25 E, F; <u>USH</u> : Social Studies Skills 24 D, E; <u>G</u> : Social Studies Skills 21 G; <u>E</u> : Social Studies Skills 23 E
4. Understand the differences between a <b>primary and secondary source</b> and use each appropriately to <b>conduct research</b> and <b>construct arguments</b> .	<b>Three-part response: S10 Primary and Secondary sources; A10 Conducting research; W10 Constructing arguments.</b>	<u>6th Grade</u> : Social Studies Skills 21 A; <u>7th Grade</u> : Social Studies Skills 21 A; <u>8th Grade</u> : Social Studies Skills 30 A; <u>WG</u> : Social Studies Skills 21 B; <u>WH</u> : Social Studies Skills 25 B; <u>USH</u> : Social Studies Skills 24 A, D; <u>G</u> : Social Studies Skills 21 D; <u>E</u> : Social Studies Skills 23 E
5. Read narrative texts critically.	S10	<u>6th Grade</u> : Social Studies Skills 21 A - F; <u>7th Grade</u> : Social Studies Skills 21 A - H; <u>8th Grade</u> : Social Studies Skills 30 A - H; <u>WG</u> : Social Studies Skills 21 A - E; Social Studies Skills 23 B; <u>WH</u> : Social Studies Skills 25 A - I; <u>USH</u> : Social Studies Skills 24 A - H; <u>G</u> : Social Studies Skills 21 A - F; <u>E</u> : Social Studies Skills 23 A; <u>P</u> : Social Studies Skills 13 F; <u>S</u> : Social Studies Skills 14 B
6. Read research data critically.	S10	<u>6th Grade</u> : Social Studies Skills 21 A - F; <u>7th Grade</u> : Social Studies Skills 21 A - H; <u>8th Grade</u> : Social Studies Skills 30 A - H; <u>WG</u> : Social Studies Skills 21 A - E; Social Studies Skills 23 B; <u>WH</u> : Social Studies Skills 25 A - I; <u>USH</u> : Social Studies Skills 24 A - H; <u>G</u> : Social Studies Skills 21 A - F; <u>E</u> : Social Studies Skills 23 A; <u>P</u> : Social Studies Skills 13 F; <u>S</u> : Social Studies Skills 14 B
<b>B. Research and methods</b>		

Texas College and Career Readiness Social Studies Standards	Alignment Rating with Comment	Texas Essential Knowledge and Skills for Social Studies
1. Use established research methodologies.	S10	<u>6th Grade</u> : Social Studies Skills 23 A, B; <u>7th Grade</u> : Social Studies Skills 23 A, B; <u>8th Grade</u> : Social Studies Skills; <u>WG</u> : Social Studies Skills 23 A - D; <u>WH</u> : Social Studies Skills 25 E; Social Studies Skills 27 A, B; <u>USH</u> : Social Studies Skills 24 D; Social Studies Skills 26 A, B; <u>G</u> : Social Studies Skills 23 A. B; <u>E</u> : Social Studies Skills 25 A, B; <u>P</u> : Social Studies Skills 13 A-E; <u>S</u> : Social Studies Skills 14 A; 16 A, B
2. Explain how historians and other social scientists develop new and competing views of past phenomena.	W10; Historiography should be included in the Social Studies Skills and students should be provided with opportunities to interpret different historical sources; Students need to understand how interpretations have changed over time and place.	<u>WH</u> : History 2 A, B; Social Studies Skills 25 D, E, F; <u>USH</u> : Social Studies Skills 24 C
3. Gather, organize and display the results of data and research.	S10	<u>6th Grade</u> : Social Studies Skills 21 C; Social Studies Skills 23 A, B; <u>7th Grade</u> : Social Studies Skills 21 C; Social Studies Skills 23 A, B; <u>8th Grade</u> : Social Studies Skills 30 C; 32 A, B; <u>WG</u> : Geography 7 A; Government 13; Social Studies Skills 21 A - E; Social Studies Skills 22 A; Social Studies Skills 23 A - D; <u>WH</u> : Geography 11 A; Social Studies Skills 25 A - I; Social Studies Skills 26 C; Social Studies Skills 27 A, B; <u>USH</u> : Geography 8 A; Social Studies Skills 24 A - H; Social Studies Skills 26 A, B; <u>G</u> : Social Studies Skills 22 C,D; <u>E</u> : Social Studies Skills 24 C, D; <u>P</u> : Social Studies Skills 13 B, C; 14 D, E; Science and Technology 17 A; <u>S</u> : Social Studies Skills 15 C, D

Texas College and Career Readiness Social Studies Standards	Alignment Rating with Comment	Texas Essential Knowledge and Skills for Social Studies
4. Identify and collect sources.	S10; The foundation skills in cross disciplinary standards support this social studies standard.	<u>6th Grade</u> : Social Studies Skills 21 B, D; <u>7th Grade</u> : Social Studies Skills 21 B, D, E; <u>8th Grade</u> : Social Studies Skills 30 B, D, E; <u>WG</u> : Citizenship 15 A, C; <u>WH</u> : Social Studies Skills C, D, H; <u>USH</u> : Social Studies Skills 24 B, C, D, G; <u>G</u> : Citizenship 17 A, C; Social Studies Skills 21 A, C, D; <u>E</u> : Social Studies Skills 23 A, D, E; <u>P</u> : Social Studies Skills 13 F
<b>C. Critical listening</b>		
1. Understand and interpret presentations (e.g., speeches, lectures, informal presentations) critically.	A10; Vote based on critical listening skills "aurally only"; Add more student listening requirements.	<u>6th Grade</u> : 21 A; <u>7th Grade</u> : Social Studies Skills 21 F; <u>8th Grade</u> : Social Studies Skills 30 F; <u>WH</u> : Social Studies Skills 25 G; <u>USH</u> : Social Studies Skills 24 F; <u>G</u> : Social Studies Skills 21 D
<b>D. Reaching conclusions</b>		
1. Construct a thesis that is supported by evidence.	W10; There are many instances of creating a main idea and supporting it in written form, but the term "thesis statement" supported by evidence is not in the TEKS.	
2. <b>Recognize</b> and <b>evaluate</b> counterarguments.	<b>Two-Part Response: Recognize S10; Evaluate W10</b> ; TEKS need to evaluate the validity of counterarguments.	<u>6th Grade</u> : Social Studies Skills 21 D; 22 D; <u>7th Grade</u> : Social Studies Skills 21 D; <u>8th Grade</u> : History 4 D; 5 B; Government 18 A; Social Studies Skills 30 D; <u>WH</u> : Social Studies Skills 25 G; <u>USH</u> : Social Studies Skills 24 F; <u>G</u> : Social Studies Skills 21 D;
<b>V. Effective Communication</b>		
<b>A. Clear and coherent oral and written communication</b>		

Texas College and Career Readiness Social Studies Standards	Alignment Rating with Comment	Texas Essential Knowledge and Skills for Social Studies
1. Use appropriate oral communication techniques depending on the context or nature of the interaction.	S10	<u>6th Grade</u> : Social Studies Skills 22 C; <u>7th Grade</u> : Social Studies Skills 22 D; <u>8th Grade</u> : Social Studies Skills 31 D; <u>WG</u> : Social Studies Skills 22 A - D; <u>WH</u> : Social Studies Skills 26 A - D; <u>USH</u> : Social Studies Skills 25 A - D; <u>G</u> : Social Studies Skills 22 D; <u>E</u> : Social Studies Skills 24 A-D
2. Use conventions of standard written English.	S10	<u>6th Grade</u> : Social Studies Skills 22 A "use social studies terminology correctly" and E "use standard grammar, spelling, sentence structure, and punctuation"; <u>7th Grade</u> : Social Studies Skills 22 A "use social studies terminology correctly" and B "use standard grammar, spelling, sentence structure, and punctuation"; <u>8th Grade</u> : Social Studies Skills 31 A "use social studies terminology correctly" and B "use standard grammar, spelling, sentence structure, and punctuation"; <u>WG</u> : Social Studies Skills 22 C "use geographic terminology correctly" and D "use standard grammar, spelling, sentence structure, and punctuation"; <u>WH</u> : Social Studies Skills 26 A "use social studies terminology correctly" and B "use standard grammar, spelling, sentence structure, and punctuation"; <u>USH</u> : Social Studies Skills 25 A "use social studies terminology correctly" and B " use standard grammar, spelling, sentence structure, and punctuation."
<b>B. Academic integrity</b>		
1. Attribute ideas and information to source materials and authors.	W10; Social Studies skills should include the definition of plagiarism and a proper format for source citations, including electronic sources, middle and high school (grades 6-12).	<u>6th Grade</u> : Social Studies Skills 22 D; <u>7th Grade</u> : Social Studies Skills 21 G; <u>8th Grade</u> : Social Studies Skills 30 G; <u>WH</u> : Social Studies Skills 24 F; 26 C; <u>USH</u> : Social Studies Skills 24 E;