

KINDERGARTEN-GRADE 5 SOCIAL STUDIES SKILLS MATRIX

Blue Font- New Student Expectation
 Green Font- Revised Student Expectation
 Black Font- Unchanged Student Expectation

| Kindergarten Social Studies | Grade 1 Social Studies | Grade 2 Social Studies | Grade 3 Social Studies | Grade 4 Social Studies | Grade 5 Social Studies |
|---|---|---|---|--|---|
| CRITICAL THINKING SKILLS | | | | | |
| KNOWLEDGE AND SKILL STATEMENT: 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: | | | | | |
| <p>STUDENT EXPECTATIONS: (13)(A) identify and state facts based on relevant evidence;</p> <p>(13)(B) identify different kinds of historical sources and artifacts and explain how they can be used to study the past;</p> <p>(13)(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</p> <p>(13)(D) sequence and categorize information.</p> | <p>STUDENT EXPECTATIONS: (16)(A) identify and state facts based on relevant evidence;</p> <p>(16)(B) identify different kinds of historical sources and artifacts and explain how they can be used to study the past;</p> <p>(16)(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</p> <p>(16)(D) sequence and categorize information.</p> | <p>STUDENT EXPECTATIONS: (15)(A) identify and state facts based on relevant evidence;</p> <p>(15)(B) identify different kinds of historical sources and artifacts and explain how they can be used to study the past;</p> <p>(15)(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</p> <p>(15)(D) sequence and categorize information.</p> | <p>STUDENT EXPECTATIONS: (14)(A) gather information, including historical and current events and geographic data, about the community using a variety of resources;</p> <p>(14)(B) differentiate and compare the information about a specific issue or event provided in primary and secondary sources;</p> <p>(14)(C) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting;</p> <p>(14)(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps;</p> <p>(14)(E) identify the central claim in a primary or secondary source; and</p> <p>(14)(F) develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic.</p> | <p>STUDENT EXPECTATIONS: (19)(A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas;</p> <p>(19)(B) differentiate and compare the information about a specific issue or event provided in primary and secondary sources;</p> <p>(19)(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p> <p>(19)(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;</p> <p>(19)(E) identify different points of view about an issue, topic, historical event, or current event;</p> <p>(19)(F) identify the central claim in a primary or secondary source; and</p> <p>(19)(G) develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic.</p> | <p>STUDENT EXPECTATIONS: (23)(A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States;</p> <p>(23)(B) identify and ask questions about the credibility of different kinds of primary and secondary sources;</p> <p>(23)(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p> <p>(23)(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;</p> <p>(23)(E) identify different points of view about an issue, topic, historical event, or current event;</p> <p>(23)(F) identify the historical context of an event;</p> <p>(23)(G) identify the central claim in a primary or secondary source; and</p> <p>(23)(H) develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic.</p> |

KINDERGARTEN-GRADE 5 SOCIAL STUDIES SKILLS MATRIX

Blue Font- New Student Expectation
 Green Font- Revised Student Expectation
 Black Font- Unchanged Student Expectation

| Kindergarten Social Studies | Grade 1 Social Studies | Grade 2 Social Studies | Grade 3 Social Studies | Grade 4 Social Studies | Grade 5 Social Studies |
|--|--|---|--|---|---|
| COMMUNICATION SKILLS | | | | | |
| KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student communicates in oral and visual forms. The student is expected to: | | | | | |
| <p>STUDENT EXPECTATIONS: (14)(A) place events in chronological order;</p> <p>(14)(B) use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow;</p> <p>(14)(C) communicate information visually, orally, or in writing based on knowledge and experiences in social studies;</p> <p>(14)(D) create and interpret visuals, including pictures and maps; and</p> <p>(14)(E) apply and practice classroom rules and procedures for listening and responding respectfully.</p> | <p>STUDENT EXPECTATIONS: (17)(A) use a simple timeline to distinguish among past, present, and future;</p> <p>(17)(B) use a calendar to describe and measure time in days, weeks, months, and years;</p> <p>(17)(C) communicate information visually, orally, or in writing based on knowledge and experiences in social studies;</p> <p>(17)(D) create and interpret visuals, including pictures and maps;</p> <p>(17)(E) use social studies terminology correctly; and</p> <p>(17)(F) apply and practice classroom rules and procedures for listening and responding respectfully.</p> | <p>STUDENT EXPECTATIONS: (16)(A) describe the order of events by using designations of time periods such as historical and present times;</p> <p>(16)(B) apply vocabulary related to chronology, including past, present, and future;</p> <p>(16)(C) create and interpret timelines for events in the past and present;</p> <p>(16)(D) use social studies terminology correctly;</p> <p>(16)(E) communicate information visually, orally, or in writing based on knowledge and experiences in social studies;</p> <p>(16)(F) create written and visual material such as stories, maps, and graphic organizers to express ideas; and</p> <p>(16)(G) apply and practice classroom rules and procedures for listening and responding respectfully.</p> | <p>STUDENT EXPECTATIONS: (15)(A) use social studies terminology correctly;</p> <p>(15)(B) create and interpret timelines;</p> <p>(15)(C) apply the terms year, decade, and century to describe historical times;</p> <p>(15)(D) express ideas orally based on knowledge and experiences;</p> <p>(15)(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas; and</p> <p>(15)(F) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.</p> | <p>STUDENT EXPECTATIONS: (21)(A) use social studies terminology correctly;</p> <p>(21)(B) apply vocabulary related to chronology, including past, present, and future;</p> <p>(21)(C) express ideas orally based on research and experiences;</p> <p>(21)(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and</p> <p>(21)(E) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.</p> | <p>STUDENT EXPECTATIONS: (25)(A) use social studies terminology correctly;</p> <p>(25)(B) incorporate main and supporting ideas in verbal and written communication;</p> <p>(25)(C) express ideas orally based on research and experiences;</p> <p>(25)(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and</p> <p>(25)(E) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.</p> |

KINDERGARTEN-GRADE 5 SOCIAL STUDIES SKILLS MATRIX

Blue Font- New Student Expectation
 Green Font- Revised Student Expectation
 Black Font- Unchanged Student Expectation

| Kindergarten Social Studies | Grade 1 Social Studies | Grade 2 Social Studies | Grade 3 Social Studies | Grade 4 Social Studies | Grade 5 Social Studies |
|---|---|---|--|--|--|
| GEOGRAPHY SKILLS | | | | | |
| NOTE: Each grade level contains a geography content strand with student expectations focused on geography. | | | | | |
| | | | | KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to: | KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to: |
| | | | | STUDENT EXPECTATIONS: (20)(A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps; and (20)(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps. | STUDENT EXPECTATIONS: (24)(A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps; and (24)(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps. |
| Kindergarten Social Studies | Grade 1 Social Studies | Grade 2 Social Studies | Grade 3 Social Studies | Grade 4 Social Studies | Grade 5 Social Studies |
| PROBLEM-SOLVING SKILLS | | | | | |
| KNOWLEDGE AND SKILL STATEMENT: Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to: | | | | | |
| STUDENT EXPECTATIONS: (15)(A) use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community; and (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. | STUDENT EXPECTATIONS: (18)(A) use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community; and (18)(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. | STUDENT EXPECTATIONS: (17)(A) use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community; and (17)(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. | STUDENT EXPECTATIONS: (16)(A) use democratic procedures to simulate making decisions on school, local, or state issues; and (16)(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. | STUDENT EXPECTATIONS: (22)(A) use democratic procedures to simulate making decisions on school, local, or state issues; and (22)(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. | STUDENT EXPECTATIONS: (26)(A) use democratic procedures to simulate making decisions on school, local, or state issues; and (26)(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. |