

Social Studies Process Standards

- 7.20 Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.
 - 7.21 Social studies skills.** The student uses geographic tools to collect, analyze, and interpret data.
 - 7.22 Social studies skills.** The student communicates in written, oral, and visual forms.
 - 7.23 Social studies skills.** The student uses problem-solving and decision-making skills, working independently and with others.
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- 7.20(A) differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas
 - 7.20(B) 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
 - 7.20(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
 - 7.20(D) identify bias and points of view from the historical context surrounding an event that influenced the participants
 - 7.20(E) formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic
 - 7.20(F) evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy
 - 7.21(A) create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19th, 20th, and 21st centuries
 - 7.21(B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries
 - 7.22(A) use social studies terminology correctly
 - 7.22(B) use effective written communication skills, including proper citations and avoiding plagiarism
 - 7.22(C) create written, oral, and visual presentations of social studies information
 - 7.22(D) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives
 - 7.23(A) describe governmental and democratic processes such as voting, due process, and caucuses using simulations and models
 - 7.23(B) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution

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- 7.20(F) evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy
- 7.22(A) use social studies terminology correctly
- 7.22(D) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives
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Guiding Questions

What's it about?

- What details do I see (title, date, author, symbols, etc.)?
- What social studies content will I use?
- When/Where are we and how does that influence my thinking?

What's my plan?

- What can I learn about the content from different primary and secondary sources?

What are the points of view?

- What are the different points of view on this event/topic?

Process Builder

Students engage in social studies content by developing a comprehensive set of process skills that incorporate historical thinking, understanding political and economic contexts and implications, applying geographic skills, and understanding the social and technical changes that have occurred over time.

In order to access content, students will need to do the following:

- Use primary sources (speeches, newspaper articles, political cartoons, journals, photographs, government documents, etc.) and secondary sources (informational texts) to learn about a concept/content
- Interpret information from visuals, including graphs, charts, timelines, and maps
- Know how to identify bias and points of view from the historical context surrounding the event, issue, or current topic

The *tools to know* standards require that students be able to gather information from a variety of sources. Depending on the content, some or all of these sources may be appropriate.

Speech/Journal/ Diary	Letter/ Newspaper Article	Government Document	Secondary Source Text
Photograph/ Painting	Political Cartoon/ Advert./Other	Map	Chart/Table
Graph	Graphic Organizer	Bulleted List of Facts	Timeline

Instructional Implications

Social studies skills and strategies enable students to apply knowledge proficiently in a variety of contexts in repeated performances. They promote students' participation in civic life and develop students' ability to address societal conflicts and problems. Historical contexts provide opportunities to discuss multiple points of view. Process skills must be explicitly taught and then practiced in a variety of contexts. The *tools to know* standards require that students place the content in a historical or geographic context and then use a variety of sources to understand the political, economic, geographic, and societal implications. Because primary and secondary sources may be complex to understand, specific strategies must be taught.

At a foundational level, teachers should:

- Teach strategies to approach and analyze primary/secondary sources and visuals
- Provide time for students to describe the strategies they will use to approach and analyze the source and interpret the visuals
- Use a variety of primary/secondary and visual sources that align to the content
- Provide materials and time for students to engage in historical/geographic thinking activities
- Relate concepts and content to the source
- Provide opportunities for students to:
 - Determine context (geographic, historical, etc.)
 - Identify multiple points of view
 - Validate their thinking with others
- Use instructional strategies to help students understand content
- Model thinking for students
- Model foundational language skills to engage in civil discourse: active listening, asking relevant questions to clarify information, and expressing an opinion supported by accurate information

Learning from Mistakes

Students may make the following mistakes:

- Identifying the topic but not the greater context related to the sources
- Describing social studies content from only one point of view
- Confusing primary and secondary sources

- 7.20(B) 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
- 7.20(E) formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic
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- 7.22(B) use effective written communication skills, including proper citations and avoiding plagiarism
- 7.22(C) create written, oral, and visual presentations of social studies information
- 7.23(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

Guiding Questions

How can I explain my thinking?

How will I show what I learned?

Process Builder

As part of learning social studies, students develop the ability to think critically about social studies content and represent what they learned in a variety of ways through differing points of view or different contexts (political, economic, geographic, or societal). Students analyze and interpret what was learned in multiple ways and describe relationships by sequencing, categorizing, identifying cause-and-effect, comparing, finding the main idea, summarizing, generalizing, predicting, inferring, and drawing conclusions. Thinking about a concept or content in more than one way allows students opportunities to develop deeper comprehension and make connections to other historical or current events.

Students interpret and create information in various representations (outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps) and make connections to other sources or related content. Students choose a representation that allows them to communicate what they learned. To the extent practicable, the student chooses more than one appropriate way to communicate what is learned. Students relate concepts and content to the representation.

Students represent their learning by creating a visual that communicates their understanding and/or their analysis (inference, cause and effect, etc.) of a historical source. The *ways to show* standards are about both creating a new representation and applying content knowledge to a source. Visual representations may include:

Speech/Journal/ Diary	Letter/ Newspaper Article	Government Document	Secondary Source Text
Photograph/ Painting	Political Cartoon/ Advert./Other	Map	Chart/Table
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Instructional Implications

Teachers select activities that allow students to explain and justify their thinking and that incorporate varied aspects of the concept being taught – historical thinking, understanding political and economic contexts and implications, applying geographic skills, and understanding the social and technical changes that have occurred over time.

At a foundational level, teachers should choose/design activities that:

- Ask questions that require justification and may have more than one justifiable answer
- Require students to provide for more than one relationship between concepts
- Ask students to represent and communicate their learning in more than one way (one may be required by the teacher)
- Develop strategies for categorizing and identifying cause/effect
- Provide opportunities for students to draw inferences from a variety of sources
- Sequence displays (human timelines, illustrated timelines, word wall, etc.)
- Allow for assessment of both process and content understanding

Learning from Mistakes

Students may make the following mistakes:

- Understanding/replicating the facts but not understanding the relationships
- Choosing only representations used in instruction
- Explaining thinking from only one point of view or perspective