

Grade 5 Social Studies TEKS Revisions Implemented in the 2024-2025 School Year

The State Board of Education (SBOE) adopted revisions in 2022 to the social studies TEKS that align with legislative requirements passed in the 87th Legislature. The revisions update the standards for Kindergarten–Grade 8 and five high-school courses. For more information related to the social studies TEKS revision and implementation, please visit the [2021-2022 Social Studies TEKS Review web page](#).

New Standards Added for Implementation in the 2024-2025 School Year

- (17) Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:
- (C) use voting as a method for group decision making;
- (23) 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:
- (B) identify and ask questions about the credibility of different kinds of primary and secondary sources;
 - (G) identify the central claim in a primary or secondary source;
 - (H) develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic.
- (25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (E) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.
- (26)

Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&S) statement

Green Text = new or revised SE or K&S statement

2018 TEKS	2024-2025 TEKS
(1) History. The student understands the reasons for and the role of key people in the European colonization of North America beginning in 1565, the founding of St. Augustine. The student is expected to:	(1) History. The student understands the reasons for and the role of key people in the European colonization of North America beginning in 1565, the founding of St. Augustine. The student is expected to:
(1)(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain; and	(1)(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain; and
(1)(B) describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams.	(1)(B) describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams.
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence and the formation of the United States. The student is expected to:	(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence and the formation of the United States. The student is expected to:
(2)(A) analyze the causes and effects of events prior to and during	5 (a)-3 40.322.9

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2018 TEKS	2024-2025 TEKS
<p>(4)(B) identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States;</p> <p>(4)(C) identify significant events and concepts associated with</p>	<p>(4)(B) identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States;</p>

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2018 TEKS	2024-2025 TEKS
(6)(D) create a map of important physical features such as the Appalachian Mountains, Great Lakes, Mississippi River, Great Plains, and Rocky Mountains.	(6)(D) create a map of important physical features such as the Appalachian Mountains, Great Lakes, Mississippi River, Great Plains, and Rocky Mountains.
(7) Geography. The student understands the loc gr83.3 (o)-9.6 (c)e 43	

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2018 TEKS	2024-2025 TEKS
(15) Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:	(15) Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:
(15)(A) identify and explain the basic functions of the three branches of government;	(15)(A) identify and explain the basic functions of the three branches of government;
(15)(B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and	(15)(B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and
(15)(C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system.	(15)(C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system.
(16) Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles that contribute to our national identity. The student is expected to:	(16) Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles that contribute to our national identity. The student is expected to:
(16)(A) explain various patriotic symbols, including Uncle Sam; national celebrations such as Labor Day; and political symbols such as the donkey and elephant;	(16)(A) explain various patriotic symbols, including Uncle Sam; national celebrations such as Labor Day; and political symbols such as the donkey and elephant;
(16)	(16)

