

## Grade 8 Social Studies TEKS Revisions Implemented in ~~2024~~ 2025 School Year

The State Board of Education (SBOE) adopted on 11/11/24. Titled: "Grade 8 Social Studies TEKS Revisions Implemented in 2025 School Year." (SBOE 11/11/24, 9.96.003.009.009)













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

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

| 2018 TEKS                                                                                                                                                                                                             | 2024-2025 TEKS                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (14)(A) explain why a free enterprise system of economics developed the new nation, including minimal government regulation, taxation, and property rights; and                                                       | (14)(A) explain why a free enterprise system of economics developed the new nation, including minimal government regulation, taxation, and property rights; and |
| (14)(B) describe the characteristics and the benefits of the U.S. free enterprise system through 1877.                                                                                                                | (14)(B) describe the characteristics and the benefits of the U.S. free enterprise system through 1877.                                                          |
| (15) Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to: |                                                                                                                                                                 |





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| 2018 TEKS                                                                                                                                                        | 2024-2025 TEKS                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (21) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to: | (21) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to: |

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| 2018 TEKS                                                                                                                                                                          | 2024-2025 TEKS                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (23)(D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and                                                          | (23)(D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and                                                                                        |
| (23)(E) identify the political, social, and economic contributions of various groups to American society.                                                                          | (23)(E) identify the political, social, and economic contributions of various groups to American society.                                                                                                        |
| (24) Culture. The student understands the major reform movements of the 19th century. The student is expected to:                                                                  | (24) Culture. The student understands the major reform movements of the 19th century. The student is expected to:                                                                                                |
| (24)(A) describe and evaluate the historical development of the abolition movement;                                                                                                | (24)(A) describe and evaluate the historical development of the <del>abolition</del> <b>abolition movement, including activities that focused attention on the moral</b> <del>of the</del> <b>of slavery</b> and |
| (24)(B) evaluate the impact of reform movements, including education reform, temperance, the women's rights movement, prison reform, the labor reform, and the abolition movement. | (24)(B) evaluate the impact of reform movements, including education reform, temperance, the women's rights movement, prison reform, the labor reform, and the abolition movement.                               |

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| 2018 TEKS                                                                                                                                           | 2024-2025 TEKS                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| (27)(A) explain the effects of technological and scientific innovations as the steamboat, the cotton gin, the telegraph, and interchangeable parts. | (27)(A) explain the effects of technological and scientific innovations as the steamboat, the cotton gin, the telegraph, and interchangeable parts. |
| (27)(B) analyze how technological innovations changed the way goods were manufactured and distributed, nationally and internationally; and          | (27)(B) analyze how technological innovations changed the way goods were manufactured and distributed, nationally and internationally; and          |

(28) Science, technology, and society. The student understands

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| 2018 TEKS                                                                                        | 2024-2025 TEKS                                                                                   |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| (29)(D) identify bias and points of view created by the historical context surrounding an event; | (29)(D) identify bias and points of view created by the historical context surrounding an event; |

| 2018 TEKS | 2024-2025 TEKS                                                                                                      |
|-----------|---------------------------------------------------------------------------------------------------------------------|
|           | (31)(A) describe governmental and democratic processes, due process, and caucuses using simulations and models; and |
|           | (31)(B) use problem-solving and decision-making processes to identify a                                             |