

Grade	Old TEKS	Current	New TEKS	New	Change/Rationale
4	1	History. The student understands the similarities and differences of Native-American groups in Texas and the Western Hemisphere before European exploration.	1	History. The student understands the origins , similarities and differences of American Indian groups in Texas and North America before European exploration.	American Indian is used as it is current language used by scholars and native people. The focus of the course was narrowed to Texas and North America in order to make the content more manageable.
4	1(A)	identify Native-American groups in Texas and the Western Hemisphere before European exploration and describe the regions in which they lived;	1(A)	explain the possible origins of American Indian groups in Texas and North America;	Adding origins of groups help create consistency with other grade levels.
4	1(B)	compare the ways of life of Native-American groups in Texas and the Western Hemisphere before European exploration.	1(B)	identify American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano;	Standard was moved to 1(B) and examples of each of the four cultural groups were added.
4	1(C)		1(C)	describe the regions in which American Indians lived and identify American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and the Kickapoo	Intended to tie the geographic factors that influenced the culture of early inhabitants while noting those that remain today
4	1(D)		1(D)	compare the ways of life of American Indian groups in Texas and North America before European exploration.	Standard was moved to 4(D).
4	2	History. The student understands the causes and effects of European exploration and colonization of Texas and the Western Hemisphere.	2	History. The student understands the causes and effects of European exploration and colonization of Texas and North America.	Again, North America used to narrow focus of course.
4	2(A)	summarize reasons for European exploration and settlement of Texas and the Western Hemisphere;	2(A)	summarize motivations for European exploration and settlement of Texas including economic opportunity, competition, and the desire for expansion	The economic aspects of exploration and settlement was added to replace 11(A) which was deleted.
4	2(B)	identify the accomplishments of significant explorers such as Cabeza de Vaca; Christopher Columbus; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle and explain their impact on the settlement of Texas;	2(B)	identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas;	The level of the verb in this standard was raised to draw attention to effects of exploration and the list of explorers is now required.

4	2(C)	explain when, where, and why the Spanish established Catholic missions in Texas;	2(C)	explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandón;	Change is intended to highlight that Spanish settlement was broader than just missions and included other types of civil settlement, especially in South Texas.
4	2(D)	identify the accomplishments of significant empresarios including Moses Austin, Stephen F. Austin, and Martin de Leon and explain their impact on the settlement of Texas;	2(D)	identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas;	New course content intended to show that Tejanos and others were actively involved in the effort to become independent from Spain and that there was a citizenry in Texas prior to Anglo settlement.
4	2(E)	identify the impact of Mexico's independence from Spain on the events in Texas.	2(E)	identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas.	The economic aspects of settlement was added to replace 11(A) which was deleted.
4	3	History. The student understands the causes and effects of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States.	3	History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States.	The focus of this knowledge statement was shifted from looking at causal relationships to understanding the significance of the overall event.
4	3(A)	analyze the causes, major events, and effects of the Texas Revolution, including the battles of the Alamo and San Jacinto;	3(A)	analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto;	Two items were added to the required list of revolutionary events.
4	3(B)	describe the successes and problems of the Republic of Texas;	3(B)	summarize the significant contributions of individuals such as Texians William B. Travis, James Bowie, David Crockett, George Childress, and Sidney Sherman; Tejanos Juan Antonio Padilla, Carlos Espalier, Juan N. Seguín, Plácido Benavides, and José Francisco Ruiz; Mexicans Antonio López de Santa Anna and Vicente Filisola; and non-combatants Susanna Dickinson and Enrique Esparza;	New expectation intended to show the diversity of participation in the Texas Revolution with a lengthy illustrative list.
4	3(C)	explain the events that led to the annexation of Texas to the United States;	3(C)	identify leaders important to the founding of Texas as a republic and state including José Antonio Navarro , Sam Houston, Mirabeau Lamar, and Anson Jones;	Moved from 3(E) with Navarro added. It corrects a chronology issue that existed previously.

4	3(D)	explain the impact of the Mexican War on Texas;	3(D)	describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers;	Adapted from 3(B) to include groups that contributed and an illustrative list
4	3(E)	identify leaders important to the founding of Texas as a republic and state, including Sam Houston, Mirabeau Lamar, and Anson Jones.	3(E)	explain the events that led to the annexation of Texas to the United States including the impact of the U.S-Mexican War.	Moved from 3(C) with the requirement to mention the impact of the resulting Mexican War.
4	4	History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century.	4	History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century.	No change
4	4(A)	describe the impact of the Civil War and Reconstruction on Texas;	4(A)	describe the impact of the Civil War and Reconstruction on Texas;	No change
4	4(B)	explain the growth and development of the cattle and oil industries;	4(B)	explain the growth, development, and impact of the cattle industry, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson;	Expectation narrowed to cattle, though the understanding level is increased to include the effects of growth and includes a required list
4	4(C)	identify the impact of railroads on life in Texas, including changes to cities and major industries;	4(C)	identify the impact of railroads on life in Texas, including changes to cities and major industries;	No Change
4	4(D)	describe the effects of political, economic, and social changes on Native Americans in Texas.	4(D)	examine the effects upon American Indian life resulting from changes in Texas, including the Red River War, building of U.S. forts and railroads, and loss of buffalo.	The understanding level of this expectation remains fairly constant though a list of required causes is added.
4	5	History. The student understands important issues, events, and individuals of the 20th century in Texas.	5	History. The student understands important issues, events, and individuals of the 20th century in Texas.	No Change
4	5(A)	identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, and the growth of aerospace and other technology industries;	5(A)	identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II;	The illustrative list is expanded to include more of the 20th century.

4	5(B)	identify the accomplishments of notable individuals such as Henry Cisneros, Miriam A. Ferguson, Audie Murphy, Cleto Rodríguez, and John Tower.	5(B)	explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Pattillo Higgins;	Brings the oil industry content from 4(B) and adds a short required list.
4	5(C)		5(C)	identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodríguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals.	Moved to 5(C) with an expanded illustrative list.
4	6	Geography. The student uses geographic tools to collect, analyze, and interpret data.	6	Geography. The student uses geographic tools to collect, analyze, and interpret data.	No change
4	6(A)	apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps;	6(A)	apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps;	No change
4	6(B)	translate geographic data into a variety of formats such as raw data to graphs and maps.	6(B)	translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.	Adds specific types of geographic data to be used in creating graphs and maps.
4	7	Geography. The student understands the concept of regions.	7	Geography. The student understands the concept of regions.	No change
4	7(A)	describe a variety of regions in Texas and the Western Hemisphere such as political, population, and economic regions that result from patterns of human activity;	7(A)	describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity;	Use of U.S. narrows focus of course.
4	7(B)	describe a variety of regions in Texas and the Western Hemisphere such as landform, climate, and vegetation regions that result from physical characteristics;	7(B)	identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate, and vegetation;	Expectation is ha smultiple actions associated with it and provides uniformity to terminology.
4	7(C)	compare the regions of Texas with regions of the United States and other parts of the world.	7(C)	compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) with regions of the United States and other parts of the world.	Narrows focus to geographic regions and provides uniform terminology.
4	8	Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live.	8	Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live.	No change

4	8(A)	identify clusters of settlement in Texas and explain their distribution	8(A)	identify and explain clusters and patterns of settlement in Texas at different time periods, such as prior to the Texas Revolution, after the building of the railroads, and following World War II;	Expectation raised to include explanation as 8(A) and 8(B) were combined and an illustrative list is added.
4	8(B)	explain patterns of settlement at different time periods in Texas;	8(B)	describe and explain the location and distribution of various towns and cities in Texas, past and present;	Expectation raised to include explanation and allows for the inclusion of smaller communities, now 8(B).
4	8(C)	describe the location of cities in Texas and explain their distribution, past and present;	8(C)	explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present.	An illustrative note was added, now 8(C).
4	8(D)	explain the geographic factors that influence patterns of settlement and the distribution of population in Texas, past and present.	8(D)		
4	9	Geography. The student understands how people adapt to and modify their environment.	9	Geography. The student understands how people adapt to and modify their environment.	No change
4	9(A)	describe ways people have adapted to and modified their environment in Texas, past and present;	9(A)	describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams;	An illustrative list was added.
4	9(B)	identify reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs;	9(B)	identify reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities;	Additional examples were added to the illustrative list.
4	9(C)	analyze the consequences of human modification of the environment in Texas, past and present.	9(C)	compare the positive and negative consequences of human modification of the environment in Texas, past and present, both governmental and private, such as economic development and the impact on habitats, wildlife, and air and water quality.	Level of expectation was lowered, though the need to highlight the positive and negative was added as well as an illustrative list.
4	10	Economics. The student understands the basic economic patterns of early societies in Texas and the Western Hemisphere.	10	Economics. The student understands the basic economic activities of early societies in Texas and North America.	Knowledge statement lowered to focus on activities instead of patterns and more narrowly focused to North America.

4	10(A)	explain the economic patterns of various early Native-American groups in Texas and the Western Hemisphere;	10(A)	explain the economic activities of various early American Indian groups in Texas and North America used to meet their needs and wants such as farming, trading, and hunting;	Expectation lowered by focusing on activities instead of patterns and an illustrative list was added.
4	10(B)	explain the economic patterns of early European immigrants to Texas and the Western Hemisphere.	10(B)	explain the economic activities of early immigrants to Texas used to meet their needs and wants.	Expectation lowered by focusing on activities instead of patterns.
4	11	Economics. The student understands the reasons for exploration and colonization.			Deleted, though partially included in history strand.
4	11(A)	identify the economic motivations for European exploration and settlement in Texas and the Western Hemisphere;			Deleted, though partially included in history strand.
4	11(B)	identify the economic motivations for Anglo-American colonization in Texas.			Deleted, though partially included in history strand.
4	12	Economics. The student understands the characteristics and benefits of the free enterprise system in Texas.	11	Economics. The student understands the characteristics and benefits of the free enterprise system in Texas.	No change
4	12(A)	describe the development of the free enterprise system in Texas;	11(A)	describe the development of the free enterprise system in Texas;	No change
4	12(B)	describe how the free enterprise system works in Texas;	11(B)	describe how the free enterprise system works, including supply and demand;	Role of supply and demand is now required.
4	12(C)	give examples of the benefits of the free enterprise system in Texas.	11(C)	give examples of the benefits of the free enterprise system such as choice and opportunity.	Illustrative list added.
4	13	Economics. The student understands patterns of work and economic activities in Texas.	12	Economics. The student understands patterns of work and economic activities in Texas.	No change
4	13(A)	explain how people in different regions of Texas earn their living, past and present;	12(A)	explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services;	Additional specificity about how people have earned a living is required.
4	13(B)	explain how geographic factors have influenced the location of economic activities in Texas;	12(B)	explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas;	An illustrative list was added.
4	13(C)	analyze the effects of immigration, migration, and limited resources on the economic development and growth of Texas;	12(C)	analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas;	Exploration added to the required activities contributing to economic growth.

4	13(D)	describe the impact of mass production, specialization, and division of labor on the economic growth of Texas;	12(D)	describe the impact of mass production, specialization, and division of labor on the economic growth of Texas;	No change
4	13(E)	explain how developments in transportation and communication have influenced economic activities in Texas;	12(E)	explain how developments in transportation and communication have influenced economic activities in Texas;	No change
4	13(F)	explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.	12(F)	explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.	No change
4	14	Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent.	13	Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent.	No change
4	14(A)	identify ways in which technological changes have resulted in increased interdependence among Texas, the United States, and the world;	13(A)	identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world;	An illustrative list was added.
4	14(B)	identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world;	13(B)	identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world;	No change
4	14(C)	explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world.	13(C)	explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world.	No change
4	15	Government. The student understands how people organized governments in different ways during the early development of Texas.	14	Government. The student understands how people organized governments in different ways during the early development of Texas.	No change
4	15(A)	compare how selected Native-American groups governed themselves;	14(A)	compare how various American Indian groups, such as the Caddo and the Comanche , governed themselves;	Grammar clarified and an illustrative list was added,
4	15(B)	identify characteristics of Spanish and Mexican colonial governments and their influence on inhabitants of Texas.	14(B)	identify and compare characteristics of the Spanish colonial government and the early Mexican governments and their influence on inhabitants of Texas.	Level of expectation was raised with comparison task and distinction is drawn between Spanish and Mexican governments.
4	16	Government. The student understands important ideas in historic documents of Texas.	15	Government. The student understands important ideas in historical documents of Texas and the United States .	Change intended to illustrate connection between ideas found in Texas documents.

4	16(A)	identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and the Treaty of Velasco	15(A)	identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and other documents such as the Meusebach-Comanche Treaty ;	Illustrative example added.
4	16(B)	identify and explain the basic functions of the three branches of state government.	15(B)	identify and explain the basic functions of the three branches of government according to the Texas Constitution ;	Student is expected to make connection between structure and Constitution.
4	16(C)		15(C)	identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week).	Standard added to support Celebrate Freedom Week requirements.
4	17	Citizenship. The student understands important customs, symbols, and celebrations of Texas.	16	Citizenship. The student understands important customs, symbols, and celebrations of Texas.	No change
4	17(A)	explain the meaning of selected patriotic symbols and landmarks of Texas, including the six flags over Texas, San José Mission, and the San Jacinto Monument;	16(A)	explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the San Jacinto Monument, the Alamo, and various missions ;	Grammar clarified and the required list of symbols and landmarks was adjusted.
4	17(B)	sing or recite Texas, Our Texas	16(B)	sing or recite "Texas, Our Texas";	No change
4	17(C)	recite and explain the meaning of the Pledge to the Texas Flag;	16(C)	recite and explain the meaning of the Pledge to the Texas Flag;	No change
4	17(D)	describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.	16(D)	describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.	No change
4	18	Citizenship. The student understands the importance of voluntary individual participation in the democratic process.	17	Citizenship. The student understands the importance of active individual participation in the democratic process.	Change intended to encourage active participation in process.
4	18(A)	explain how individuals can participate voluntarily in civic affairs at state and local levels;	17(A)	identify important individuals who have participated voluntarily in civic affairs at state and local levels, such as Adina de Zavala and Clara Driscoll ;	New standard intended to highlight civic volunteers for their accomplishments.
4	18(B)	explain the role of the individual in state and local elections;	17(B)	explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects ;	Moved to 17(B) and an illustrative list was added.

4	18(C)	identify the importance of historical figures such as Sam Houston, Barbara Jordan, and Lorenzo de Zavala who modeled active participation in the democratic process;	17(C)	explain the duty of the individual in state and local elections, such as being informed and voting ;	Moved to 17(C) and the lesson has changed to "duty" with an illustrative list.
4	18(D)	explain how to contact elected and appointed leaders in state and local governments.	17(D)	identify the importance of historical figures and important individuals who modeled active participation in the democratic process, such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Sam Rayburn, Henry B. González, James A. Baker III, Wallace Jefferson, and other local individuals ;	Moved to 17(D). Changes broaden the range of individuals who can be covered as models of participation and the illustrative list was expanded.
4	18(E)		17(E)	explain how to contact elected and appointed leaders in state and local governments.	Moved to 17(E).
	19	Citizenship. The student understands the importance of effective leadership in a democratic society.	18	Citizenship. The student understands the importance of effective leadership in a constitutional republic .	Note the use of "constitutional republic" which speaks to the form of limited government guide by a constitution.
	19(A)	identify leaders in state and local governments, including the governor, selected members of the Texas Legislature, and Texans who have been President of the United States, and their political parties;	18(A)	identify leaders in state, local, and national governments, including the governor, the local members of the Texas Legislature, the local mayor, the U.S. Senators, the local U.S. Representative , and Texans who have been president of the United States;	Expectation expanded to include national leaders and additional required examples were added.
4	19(B)	identify leadership qualities of state and local leaders, past and present.	18(B)	identify leadership qualities of state and local leaders, past and present.	No change
4	20	Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas.	19	Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas.	No change
4	20(A)	identify the similarities and differences within and among selected racial, ethnic, and religious groups in Texas;	19(A)	identify the similarities and differences among various racial, ethnic, and religious groups in Texas;	Change in grammar.
4	20(B)	identify customs, celebrations, and traditions of various culture groups in Texas;	19(B)	identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, the Strawberry Festival, and Fiesta San Antonio ;	The type of groups was expanded and an illustrative list was added.

4	20(C)	summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas.	19(C)	summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe.	An illustrative list was added.
4	21	Science, technology, and society. The student understands the impact of science and technology on life in Texas.	20	Science, technology, and society. The student understands the impact of science and technology on life in Texas.	No change
4	21(A)	identify famous inventors and scientists such as Gail Borden, Joseph Glidden, and Patillo Higgins and their contributions;	20(A)	identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions;	Additional examples were added to the illustrative list.
4	21(B)	describe how scientific discoveries and technological innovations have benefited individuals, businesses, and society in Texas;	20(B)	describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas;	An illustrated list was added.
4	21(C)	predict how future scientific discoveries and technological innovations might affect life in Texas.	20(C)	predict how future scientific discoveries and technological innovations might affect life in Texas.	No change
4	22	Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.	21	Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources, including electronic technology.	No change
4	22(A)	differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas;	21(A)	differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas;	The skill of assessing validity was added and the illustrative list was expanded.
4	22(B)	analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;	21(B)	analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;	No change
4	22(C)	organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;	21(C)	organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;	No change
4	22(D)	identify different points of view about an issue or topic;	21(D)	identify different points of view about an issue, topic, historical event, or current event;	Topics were given a context of either historic or current.

4	22(E)	identify the elements of frame of reference that influenced the participants in an event; and	21(E)	use appropriate mathematical skills to interpret social studies information such as maps and graphs.	Old 22(E) was deleted and no change was made to old 22(F).
4	22(F)	use appropriate mathematical skills to interpret social studies information such as maps and graphs.			
4	23	Social studies skills. The student communicates in written, oral, and visual forms.	22	Social studies skills. The student communicates in written, oral, and visual forms.	No change
4	23(A)	use social studies terminology correctly;	22(A)	use social studies terminology correctly;	No change
4	23(B)	incorporate main and supporting ideas in verbal and written communication;	22(B)	incorporate main and supporting ideas in verbal and written communication;	No change
4	23(C)	express ideas orally based on research and experiences;	22(C)	express ideas orally based on research and experiences;	No change
4	23(D)	create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and	22(D)	create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and	No change
4	23(E)	use standard grammar, spelling, sentence structure, and punctuation.	22(E)	use standard grammar, spelling, sentence structure, and punctuation.	No change
4	24	Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.	23	Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.	No change
4	24(A)	use a problem-solving process 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; and	23(A)	use a problem-solving process 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; and	No change
4	24(B)	use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.	24(B)	use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.	No change