

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/skills (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 people to American society.	(23)(E) identify the political, social, and economic contributions of people 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 abolition abolition movement, including activities that focused attention on the moral of the of slavery 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 problem, gather information, consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.