



Course Syllabus: Teaching Social Studies in Elementary School

College of Education

EDUC-4033-201

Spring 2022

Contact Information

Instructor: **Dr. Timothy Hinchman**

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Office Hours: Wednesday 10:30-11:00am 2:00pm-3:30pm, Tuesday 7:30am- 9:30am, and Thursday 7:30am-8:30am (others available by appointment)

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Preferred Form of Communication: Email

Instructor Response Policy

Communication Response Time: Within 24 hours Monday- Friday, Within 48 hours on the weekend.

Textbook & Instructional Materials

The following textbook is recommended for this course:

- Maxim, G. W. (2018). *Dynamic social studies*. Boston: Pearson Education.

Course Description

This field-based course focuses on elementary school social studies pedagogy with emphasis on instructional strategies and models, the use of technology in the learning/teaching process, effective practices, professionalism, curriculum, and lesson design. Different teaching strategies include: appropriate use of creative approaches to the learning/teaching process, cooperative learning, direct instruction, inquiry, concept attainment, etc. An important component of this field-based block of classes is the course time spent in active participation in field (classroom) experiences.

Course Objectives/Learning Outcomes/Course Competencies

1. TEXES EC-6 Core Subjects Standard Competencies:
 - a. **The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.**
 - b. **The social studies teacher effectively integrates the various social science disciplines.**

- c. **The social studies teacher uses knowledge and skills of social studies, as defined by the Texas Essential Knowledge and Skills (TEKS), to plan and implement effective curriculum, instruction, assessment and evaluation.**
- d. **The teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas and relationships between the past, the present and the future as defined by the Texas Essential Knowledge and Skills (TEKS).**
- e. **The teacher understands and applies knowledge of geographic relationships involving people, places and environments in Texas, the United States and the world; the teacher also understands and applies knowledge of cultural development, adaptation, diversity and interactions among science, technology and society as defined by the Texas Essential Knowledge and Skills (TEKS).**
- f. **The teacher understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute and consume goods and services.**
- g. **The teacher understands and applies knowledge of concepts of government, democracy and citizenship, including ways that individuals and groups achieve their goals through political systems.**
- h. **The social studies teacher understands cultures and how they develop and adapt and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States and the world.**
- i. **The social studies teacher understands developments in science and technology and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation.**

See Appendix A for a complete list of standards/competencies (if applicable) and Appendix B for assignment/standards alignment matrix

Study Hours and Tutoring Assistance

Located in Moffett Library, The Office of Tutoring and Academic Support Programs (TASP) offers a variety of resources designed to help students meet the demands of the college classroom. Their mission is to provide the necessary support to help students achieve academic success. This can be completing in-person and through distance learning. [MSU-Texas-Tutoring](#)

Student Handbook

Refer to: [Student Handbook-2020-21](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Grading/Assessment

Course Grade- List all graded assignments (for all certification courses at least one assessed performance-based assignment is required) with their point value and or percentage of total grade. Letter Grade Scale indicate the overall points or % to letter grade scale for example 1270 to 1137=A.

Table 1: Points allocated to each assignment – You can change table information but will need to use table tool if you add more columns or rows. Do not leave any blanks in table. Follow instructions listed under Course Schedule.

Assignments	Points
Writing Assignments	575
Classroom Observation, Lesson Plan, and Reflection	225
Comprehensive Unit Plan	200
Total Points	1000

Table 2: Total points for final grade.

Grade	Points
A	890-1000
B	790 to 889
C	660 to 789
D	500 to 659
F	Less than 500

Homework

Each module will have a written assignment that will assess your ability to synthesize and apply the module's learning goal. Unless noted, each written assignment will use a constructed response formatting. Almost all constructed responses can follow the same basic structure with variations based on the number of paragraphs or specific requirement. An outline is provided in Module 1 to provide the student with a starting point and to assist in organizing thoughts for a better flowing paper.

Key Assessments

The performance assessment for this course is a portfolio consisting of the foundations in inquiry-based instruction. Students will research, identify, and model instructional practices that are promote inquiry-based instruction in a mainstream social studies classroom setting

All grade levels are examined within the TEKs to determine what knowledge, skills, and abilities are addressed at the different grade levels. Students are to determine how the standards are connected.

Students will identify the basic ideas behind social constructivism. They will explore several resources on social constructivism and methods to scaffold learning in a social studies classroom.

Students will then dive deeper into inquiry-based instructional practices. They will explore research based strategies and practices that acknowledge and respect diversity in the social studies classroom. They will examine teachers using strategies for teaching culturally diverse students, culturally responsive pedagogy, and read research regarding this practice.

Students will explore the content areas necessary to teach social studies. They will first explore the techniques and strategies of teaching history. They will next explore the techniques and strategies of teaching geography, civics, economics, anthropology, and sociology

Students will write a comprehensive unit plan in social studies. They will plan an instructional unit which demonstrates their knowledge and skills in the following areas: Learner Development, Learner Differences, Learning Environment, Content Knowledge , Application of Content, Assessment, Planning for Instruction, Instructional Strategies, and Professional Learning and Ethical Practice (West College of Education Handbook of Policies and Clinical Experiences; InTASC Standards).

The Comprehensive Unit Plan is an assessment on your ability to synthesize and apply the concepts learned in the modules. These assignments are required to receive credit for this course.

Late Work

Because all assignments are available and submitted online, “make up” work should not be an issue. Late work will not be accepted unless a written medical or equally extenuating circumstance is provided. The D2L Dropbox will close at 11:59pm on the due date.

Important Dates

Last day for term schedule changes: January 13, 2022

Deadline to file for graduation: February 14, 2022

Last Day to drop with a grade of “W:” March 21, 2022

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

WCOE Face to Face Policy: Professionals are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. Candidates will receive a grade of F on the third offense. If a candidate is taking ‘blocked’ courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well. Attendance and class activity participation grades will be recorded in the Dispositions category.

Computer Requirements

Taking an online or hybrid class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline.** There are many places to access your class. D2L can be accessed from

any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibit the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

Course outline with assigned course topics, assigned readings, and assignments are required for certification courses.

Use this area to tell the students what is scheduled for the duration of the class. Please note the disclaimer above and include that with your schedule. There can be no blanks in your table. You must put some kind of text in all the blanks such as: N/A or No content. (Use the same color text as background if you want to keep it uncluttered for your sighted learners). Tables must not extend to another page (cannot be wider than the page). If it is going to extend to next page, you will need to create another table with heading. You can use a dash (-) or “to” between dates, avoid using the @ sign unless in web address.

Course Schedule

Week or Module	Activities/Assignments/Exams	Due Date
		All Assignments are due 11:30pm on due date
Module 1 8/22-8/26	Module 1: Social Studies in the Elementary Classroom Writing Assignment #1	8/26/2022
Module 2 8/27-9/2	Module 2: Diversity in the Classroom Writing Assignment	9/2/2022
Module 3 9/3-9/9	Module 3: Constructivism in a Social Studies Classroom Writing Assignment	9/9/2022
Module 4 9/3-9/9	Module 4 Writing Assignment- Assessment in the Classroom	9/9/2022
Module 5 9/10-9/16	Module 5 Teaching History Writing Assignment	9/16/2022
Module 6 9/17-9/23	Module 6 Teaching Geography Assignment	9/23/2022
Module 7 9/24-9/30	Module 7 Teaching Civics Writing Assignment	9/30/2022
Module 8 9/24-9/30	Module 8 Teaching Economics Writing Assignment	9/30/2022
Module 9 10/1-10/7	Module 9 Teaching Science, Technology, and Society Assignment	10/7/2022
Module 10 9/3-10/7	C3 Lesson Plan Classroom Observation Grade Observation Reflection	Dates will vary based on Observation Schedule
Module 11 8/22-11/18	Comprehensive Unit Plan	11/18/2022

Note: Tables cannot continue to the next page. If the table continues to the next page, you will need to make a new table using the table tools for every page. Remember to add Alt Text.

References/Scientifically-Based Research/Additional Readings:

Required scientifically-based references/evidence for certification courses and applicable standards and professional associations.

- Atzori, P. (1996). Discovering CyberAntarctic: A Conversation with Knowbotics Research. *CTHEORY*. Available at: <http://www.ctheory.com/>
- **Barzilai, S., Zohar, A. R., & Mor-Hagani, S. (2018). Promoting integration of multiple texts: A review of instructional approaches and practices. *Educational psychology review, 30(3), 973-999.***
- Brown, J.S., Collins, A. & Duguid, S. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18(1), 32-42.
- Derry, S. (1992). Beyond symbolic processing: Expanding horizons in educational psychology. *Journal of Educational Psychology*, 413-418.

- Derry, S. (1996). Cognitive Schema Theory in the Constructivist Debate. In *Educational Psychologist*, 31(3/4), 163-174.
- Driver, R., Aasoko, H., Leach, J., Mortimer, E., Scott, P. (1994). Constructing scientific knowledge in the classroom. *Educational Researcher*, 23 (7), 5-12.
- **Dusenbury, L., & Weissberg, R. P. (2017). Social emotional learning in elementary school: Preparation for success. *The Education Digest*, 83(1), 36.**
- Ernest, P. (1995). The one and the many. In L. Steffe & J. Gale (Eds.). *Constructivism in education* (pp.459-486). New Jersey: Lawrence Erlbaum Associates, Inc.
- Fosnot, C. (1996). Constructivism: A Psychological theory of learning. In C. Fosnot (Ed.) *Constructivism: Theory, perspectives, and practice*, (pp.8-33). New York: Teachers College Press.
- **Graham, S., Kiuahara, S. A., & MacKay, M. (2020). The effects of writing on learning in science, social studies, and mathematics: A meta-analysis. *Review of Educational Research*, 90(2), 179-226.**
- **Grant, S. G., Swan, K., & Lee, J. (2017). *Inquiry-based practice in social studies education: Understanding the inquiry design model*. Taylor & Francis.**
- **Grant, S. G., & VanSledright, B. A. (2020). *Elementary social studies: Constructing a powerful approach to teaching and learning*. Routledge.**
- Gergen, K. (1995). Social construction and the educational process. In L. Steffe & J. Gale (Eds.). *Constructivism in education*, (pp.17-39). New Jersey: Lawrence Erlbaum Associates, Inc.
- Hanley, Susan (1994). On Constructivism. Available at: <http://www.inform.umd.edu/UMS+State/UMD-Projects/MCTP/Essays/Constructivism.txt>
- **Levstik, L. S., & Barton, K. C. (2018). *Researching history education: Theory, method, and context*. Routledge.**
- **Mohammed, S. H., & Kinyo, L. (2020). The role of constructivism in the enhancement of social studies education. *Journal of Critical Reviews*, 7(7), 249-256.**
- von Glasersfeld, E. (1996). Introduction: Aspects of constructivism. In C. Fosnot (Ed.), *Constructivism: Theory, perspectives, and practice*, (pp.3-7). New York: Teachers College Press.
- Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes* MA: Harvard University Press.
- Wilson, B. & Cole, P. (1991) A review of cognitive teaching models. *Educational Technology Research and Development*, 39(4), 47-64.
- Wilson, B. (1997). The postmodern paradigm. In C. R. Dills and A. Romiszowski (Eds.), *Instructional development paradigms*. Englewood Cliffs NJ: Educational Technology Publications. Also available at: <http://www.cudenver.edu/~bwilson/postmodern.html>

Appendix A: Standards/Competencies

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
Module 1 Learning Goal 1: The student understands the purpose of the social studies curriculum.	<ul style="list-style-type: none"> • <i>The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.</i>

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	<ul style="list-style-type: none"> ○ Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS). ○ Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills. ○ Understands and uses social studies terminology correctly. ○ Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and communities; sharing; following routines; working cooperatively in groups) ○ Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Selects and applies current technology as a tool for teaching and communicating social studies concepts. ○ Selects and uses effective instructional strategies, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Understands how to promote students' use of social science skills, vocabulary and research tools, including currently available technological tools. ○ Applies instruction that relates skills, concepts and ideas across different social science disciplines. ○ Provides and facilitates instruction that helps students make connections between knowledge and methods in the social sciences and in other content areas. ○ Uses a variety of formal and informal assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English-language learners and students with special needs

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
	<ul style="list-style-type: none"> ○ Understands and relates practical applications of social science issues and trends. ○ Creates maps and other graphics to represent geographic, political, historical, economic and cultural features, distributions and relationships. ○ Communicates the value of social studies education to students, parents/caregivers, colleagues and the community.
<p>Module 2 Learning Goal 1: The student will be able demonstrate and apply strategies to promote learning in all students.</p> <p>Module 2 Learning Goal 2: The student will be able to recognize personal bias and its impact on student learning.</p>	<ul style="list-style-type: none"> • <i>The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.</i> <ul style="list-style-type: none"> ○ Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS). ○ Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills. ○ Understands and uses social studies terminology correctly. ○ Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and communities; sharing; following routines; working cooperatively in groups) ○ Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Selects and applies current technology as a tool for teaching and communicating social studies concepts. ○ Selects and uses effective instructional strategies, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Understands how to promote students' use of social science skills, vocabulary and research tools, including currently available technological tools.

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
	<ul style="list-style-type: none"> ○ Applies instruction that relates skills, concepts and ideas across different social science disciplines. ○ Provides and facilitates instruction that helps students make connections between knowledge and methods in the social sciences and in other content areas. ○ Uses a variety of formal and informal assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English-language learners and students with special needs ○ Understands and relates practical applications of social science issues and trends. ○ Creates maps and other graphics to represent geographic, political, historical, economic and cultural features, distributions and relationships. ○ Communicates the value of social studies education to students, parents/caregivers, colleagues and the community. ● Culture: The social studies teacher understands cultures and how they develop and adapt and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States and the world. <ul style="list-style-type: none"> ○ Analyzes the effects of race, gender, socioeconomic class, status and stratification on ways of life in Texas, the United States and the world. ○ Identifies, explains and compares various ethnic and/or cultural customs, celebrations and traditions. ○ Demonstrates an understanding of relationships among cultures of people from various groups, including racial, ethnic and religious groups, in the United States and throughout the world (e.g., conflict and cooperation among cultures; factors that influence cultural change, such as improved communication, transportation and economic development). ○ Compares and analyzes similarities and differences in the ways various peoples at different times in history have lived and have

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	<p>met basic human needs, including the various roles of men, women, children and families in past and present cultures.</p> <ul style="list-style-type: none"> ○ Compares similarities and differences among Native American groups in Texas, the United States and the Western Hemisphere before European colonization ○ Applies knowledge of the role of families in meeting basic human needs and how families and cultures develop and use customs, traditions and beliefs to define themselves. ○ Understands and applies the concept of diversity within unity. ○ Relates geographic and cultural information and ideas to information and ideas in other social sciences and other disciplines. ○ Formulates geographic and cultural research questions and uses appropriate procedures to reach supportable judgments and conclusions. ○ Demonstrates an understanding of research related to geography and culture and knows how social scientists in those fields locate, gather, organize, analyze and report information using standard research methodologies. ○ Demonstrates an understanding of the characteristics and uses of various primary and secondary sources (e.g., databases, maps, photographs, media services, the Internet, biographies, interviews, questionnaires, artifacts); utilizes information from a variety of sources to acquire social science information; answers social science questions; and evaluates information in relation to bias, propaganda, point of view and frame of reference. ○ Applies evaluative, problem-solving and decision-making skills to geographic and cultural information, ideas and issues by identifying problems, gathering information, listing and considering options, considering advantages and disadvantages, choosing and implementing solutions, and assessing the solutions' effectiveness. ○ Communicates and interprets geographic and cultural information in written, oral and visual form (e.g., maps and other graphics) and translates the information from one medium to

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
	<p>another (e.g., written to visual, statistical to written or visual).</p> <ul style="list-style-type: none"> ○ Analyzes geographic and cultural data using geographical tools and basic mathematical and statistical concepts and analytic methods. ○ Understands and analyzes the characteristics, distribution and migration of populations and the interactions between people and the physical environment, including the effects of those interactions on the development of Texas, the United States and the world. ○ Demonstrates knowledge of the institutions that exist in all societies and how the characteristics of those institutions may vary among societies. ○ Demonstrates an understanding of how people use oral tradition, stories, real and mythical heroes, music, paintings and sculpture to represent culture in communities in Texas, the United States and the world (e.g., importance of individual writers and artists to the cultural heritage of communities; significant examples of art, music and literature from various periods). ○ Understands the relationship between the arts and the times and societies in which they are produced, including how past and contemporary issues influence creative expressions, and identifies examples of art, music and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice and the passage of time. ○ Analyzes relationships among religion, philosophy and culture and their effect on ways of life in Texas, the United States and the world. ○ Understands and analyzes how changes in science and technology relate to political, economic, social and cultural issues and events.
<p>Module 3 Learning Goal 1: The student will lead their class to a deeper understanding of social studies concepts using various approaches.</p> <p>Module 3 Learning Goal 2: The student will be able scaffold and sequence concepts to teach</p>	<ul style="list-style-type: none"> • <i>The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.</i> <ul style="list-style-type: none"> ○ Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS). ○ Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
social studies to elementary students.	<p>Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills.</p> <ul style="list-style-type: none"> ○ Understands and uses social studies terminology correctly. ○ Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and communities; sharing; following routines; working cooperatively in groups) ○ Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Selects and applies current technology as a tool for teaching and communicating social studies concepts. ○ Selects and uses effective instructional strategies, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Understands how to promote students' use of social science skills, vocabulary and research tools, including currently available technological tools. ○ Applies instruction that relates skills, concepts and ideas across different social science disciplines. ○ Provides and facilitates instruction that helps students make connections between knowledge and methods in the social sciences and in other content areas. ○ Uses a variety of formal and informal assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English-language learners and students with special needs ○ Understands and relates practical applications of social science issues and trends. ○ Creates maps and other graphics to represent geographic, political, historical, economic and cultural features, distributions and relationships.

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
	<ul style="list-style-type: none"> ○ Communicates the value of social studies education to students, parents/caregivers, colleagues and the community.
<p>Module 4 Learning Goal 1: The student will learn about assessment processes in the classroom.</p>	<ul style="list-style-type: none"> ● Uses a variety of formal and informal assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English-language learners and students with special needs.
<p>Module 5 Learning Goal 1: The student will be able utilize appropriate strategies and activities to teach major concepts in history.</p>	<ul style="list-style-type: none"> ● <i>The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.</i> <ul style="list-style-type: none"> ○ Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS). ○ Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills. ○ Understands and uses social studies terminology correctly. ○ Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and communities; sharing; following routines; working cooperatively in groups) ○ Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Selects and applies current technology as a tool for teaching and communicating social studies concepts. ○ Selects and uses effective instructional strategies, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Understands how to promote students' use of social science skills, vocabulary and research

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	<p>tools, including currently available technological tools.</p> <ul style="list-style-type: none"> ○ Applies instruction that relates skills, concepts and ideas across different social science disciplines. ○ Provides and facilitates instruction that helps students make connections between knowledge and methods in the social sciences and in other content areas. ○ Uses a variety of formal and informal assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English-language learners and students with special needs ○ Understands and relates practical applications of social science issues and trends. ○ Creates maps and other graphics to represent geographic, political, historical, economic and cultural features, distributions and relationships. ○ Communicates the value of social studies education to students, parents/caregivers, colleagues and the community. <ul style="list-style-type: none"> ● <i>The teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas and relationships between the past, the present and the future as defined by the Texas Essential Knowledge and Skills (TEKS).</i> <ul style="list-style-type: none"> ○ Demonstrates an understanding of historical points of reference in the history of Texas, the United States and the world (e.g., the Texas Revolution, the Republic of Texas and the annexation of Texas by the United States). ○ Analyzes how individuals, events and issues shaped the history of Texas, the United States and the world. ○ Demonstrates an understanding of similarities and differences among Native American groups in Texas, the United States and the Western Hemisphere before European colonization. ○ Demonstrates an understanding of the causes and effects of European exploration and colonization of

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
	<p>Texas, the United States and the Western Hemisphere.</p> <ul style="list-style-type: none"> ○ Analyzes the influence of various factors (e.g., geographic contexts, processes of spatial exchange, science, technology) on the development of societies. ○ Understands common characteristics of communities past and present, including reasons people have formed communities (e.g., need for security, religious freedom, law and material well-being), ways in which different communities meet their needs (e.g., government, education, communication, transportation, recreation) and how historical figures, patriots and good citizens helped shape communities, states and nations. ○ Demonstrates an understanding of basic concepts of culture and the processes of cultural adaptation, diffusion and exchange. ○ Applies knowledge and analyzes the effects of scientific, mathematical and technological innovations on political, economic, social and environmental developments as they relate to daily life in Texas, the United States and the world. ○ Demonstrates an understanding of historical information and ideas in relation to other disciplines. ○ Demonstrates an understanding of how to formulate historical research questions and use appropriate procedures to reach supportable judgments and conclusions in the social sciences. ○ Demonstrates an understanding of historical research and knows how historians locate, gather, organize, analyze and report information by using standard research methodologies. ○ Knows the characteristics and uses of primary and secondary sources for historical research (e.g., databases, maps, photographs, media services, the Internet, biographies, interviews, questionnaires, artifacts); analyzes historical information from primary and secondary sources; understands and evaluates information in relation to bias, propaganda, point of view and frame of reference. ○ Applies and evaluates the use of problem-solving processes, gathering of information, listing and considering options, considering advantages and

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
	<p>disadvantages, choosing and implementing solutions and assessing the effectiveness of solutions.</p> <ul style="list-style-type: none"> ○ Applies and evaluates the use of decision-making processes to identify situations that require decisions: by gathering information, identifying options, predicting consequences and taking action to implement the decisions. ○ Communicates and interprets historical information in written, oral and visual forms and translates information from one medium to another (e.g., written to visual, statistical to written or visual). ○ Analyzes historical information by categorizing, comparing and contrasting, making generalizations and predictions and drawing inferences and conclusions (e.g., regarding population statistics, patterns of migration, voting trends and patterns). ○ Applies knowledge of the concept of chronology and its use in understanding history and historical events. ○ Applies different methods of interpreting the past to understand, evaluate and support multiple points of view, frames of reference and the historical context of events and issues. ○ Demonstrates an understanding of the foundations of representative government in the United States, significant individuals, events and issues of the Revolutionary era and challenges confronting the United States government in the early years of the Republic. ○ Demonstrates an understanding of westward expansion and analyzes its effects on the political, economic and social development of the United States and Texas, including its effects on American Indian life. ○ Analyzes ways that political, economic and social factors led to the growth of sectionalism and the Civil War. ○ Understands individuals, issues and events involved in the Civil War and analyzes the effects of Reconstruction on the political, economic and social life of the United States and Texas. ○ Demonstrates an understanding of major United States and Texas reform movements of the nineteenth and twentieth centuries (e.g.,

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
	<p>abolitionism, women's suffrage, civil rights, temperance).</p> <ul style="list-style-type: none"> ○ Demonstrates knowledge of boom and bust cycles of leading Texas industries (e.g., railroads, the cattle industry, oil and gas production, cotton, real estate, banking, computer technology). ○ Demonstrates an understanding of important individuals, issues and events of the twentieth and twenty-first centuries in Texas, the United States and the world (e.g., urbanization, Great Depression, the Dust Bowl, the Second World War, growth of the oil and gas industry). ○ Analyzes ways that particular contemporary societies reflect historical events (e.g., invasion, conquests, colonization, immigration).
<p>Module 6 Learning Goal 1: The student will be able utilize appropriate strategies and activities to teach major concepts and processes in geography.</p>	<ul style="list-style-type: none"> • <i>The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.</i> <ul style="list-style-type: none"> ○ Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS). ○ Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills. ○ Understands and uses social studies terminology correctly. ○ Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and communities; sharing; following routines; working cooperatively in groups) ○ Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Selects and applies current technology as a tool for teaching and communicating social studies concepts. ○ Selects and uses effective instructional strategies, activities, technologies and materials

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
	<p>to promote students' knowledge and skills in the social sciences.</p> <ul style="list-style-type: none"> ○ Understands how to promote students' use of social science skills, vocabulary and research tools, including currently available technological tools. ○ Applies instruction that relates skills, concepts and ideas across different social science disciplines. ○ Provides and facilitates instruction that helps students make connections between knowledge and methods in the social sciences and in other content areas. ○ Uses a variety of formal and informal assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English-language learners and students with special needs ○ Understands and relates practical applications of social science issues and trends. ○ Creates maps and other graphics to represent geographic, political, historical, economic and cultural features, distributions and relationships. ○ Communicates the value of social studies education to students, parents/caregivers, colleagues and the community. <ul style="list-style-type: none"> • <i>The teacher understands and applies knowledge of geographic relationships involving people, places and environments in Texas, the United States and the world; the teacher also understands and applies knowledge of cultural development, adaptation, diversity and interactions among science, technology and society as defined by the Texas Essential Knowledge and Skills (TEKS).</i> <ul style="list-style-type: none"> ○ Analyzes and applies knowledge of key concepts in geography (e.g., location, distance, region, grid systems) and knows the locations and the human and physical characteristics (e.g., culture, diversity) of places and regions in Texas, the United States and the world. ○ Analyzes ways that location (absolute and relative) affects people, places and environments (e.g., the location of renewable and nonrenewable natural

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
	<p>resources such as fresh water, fossil fuels, fertile soils and timber).</p> <ul style="list-style-type: none"> ○ Analyzes how geographic factors have influenced the settlement patterns, economic development, political relationships and historical and contemporary societies, including those of Texas, the United States and the world. ○ Demonstrates an understanding of physical processes (e.g., erosion, deposition, weathering; plate tectonics; sediment transfer; flows and exchanges of energy and matter in the atmosphere that produce weather and climate; weather patterns) and their effects on environmental patterns. ○ Analyzes how humans adapt to, use and modify the physical environment and how the physical characteristics of places and human modifications to the environment affect human activities and settlement patterns. ○ Demonstrates an understanding of the physical environmental characteristics of Texas, the United States and the world, past and present, and analyzes how humans have adapted to and modified the environment. ○ Examines how developments in science and technology affect the physical environment; the growth of economies and societies; and definitions of, access to and the use of physical and human resources. ○ Creates and interprets maps of places and regions that contain map elements, draws sketch maps that illustrate various places and regions, and uses the compass rose, grid system and symbols to locate places on maps and globes.
<p>Module 7 Learning Goal 1: The student will be able utilize appropriate strategies and activities to teach major concepts and processes in civics and government.</p>	<ul style="list-style-type: none"> • <i>The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.</i> <ul style="list-style-type: none"> ○ Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS). ○ Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills.

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
	<ul style="list-style-type: none"> ○ Understands and uses social studies terminology correctly. ○ Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and communities; sharing; following routines; working cooperatively in groups) ○ Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Selects and applies current technology as a tool for teaching and communicating social studies concepts. ○ Selects and uses effective instructional strategies, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Understands how to promote students' use of social science skills, vocabulary and research tools, including currently available technological tools. ○ Applies instruction that relates skills, concepts and ideas across different social science disciplines. ○ Provides and facilitates instruction that helps students make connections between knowledge and methods in the social sciences and in other content areas. ○ Uses a variety of formal and informal assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English-language learners and students with special needs ○ Understands and relates practical applications of social science issues and trends. ○ Creates maps and other graphics to represent geographic, political, historical, economic and cultural features, distributions and relationships.

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
	<ul style="list-style-type: none"> ○ Communicates the value of social studies education to students, parents/caregivers, colleagues and the community. • <i>The teacher understands and applies knowledge of concepts of government, democracy and citizenship, including ways that individuals and groups achieve their goals through political systems.</i> <ul style="list-style-type: none"> ○ Demonstrates knowledge of historical origins of democratic forms of government, such as ancient Greece. ○ Understands and applies the purpose of rules and laws; the relationship between rules, rights and responsibilities; the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the United States Constitution; and the individual's role in making and enforcing rules and ensuring the welfare of society. ○ Understands the basic structure and functions of the United States government, the Texas government and local governments (including the roles of public officials); the relationships among national, state and local governments; and how local, state and national government services are financed. ○ Demonstrates knowledge of key principles and ideas contained in major political documents of Texas and the United States (e.g., the Declaration of Independence, United States Constitution, Texas Constitution) and of relationships among political documents. ○ Demonstrates an understanding of how people organized governments in colonial America and during the early development of Texas. ○ Understands the political processes in the United States and Texas and how the United States political system works. ○ Demonstrates knowledge of types of government (e.g., democratic, totalitarian, monarchical) and their respective levels of effectiveness in meeting citizens' needs (e.g., reasons for limiting the power of government, record of human rights abuses by limited and unlimited governments). ○ Understands the formal and informal processes of changing the United States and Texas

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
	<p>Constitutions and the impact of changes on society.</p> <ul style="list-style-type: none"> ○ Understands and promotes students' understanding of the impact of landmark Supreme Court cases. ○ Understands the components of the democratic process (e.g., voluntary individual participation, effective leadership, expression of different points of view, the selection of public officials) and their significance in a democratic society. ○ Understands the importance of effective leadership in a constitutional republic and identifies past and present leaders in state, local and national governments and their leadership qualities and contributions. ○ Demonstrates knowledge of important customs, symbols, landmarks and celebrations that represent American and Texan beliefs and principles and contribute to national unity. ○ Analyzes the relationships between individual rights, responsibilities and freedoms in democratic societies. ○ Applies knowledge of the rights and responsibilities of citizens and nonprofit and civic groups in Texas and the United States, past and present, and understands characteristics of good citizenship (e.g., community service) as exemplified by historical and contemporary figures. ○ Understands how the nature, rights and responsibilities of citizenship vary among societies.
<p>Module 8 Learning Goal 1: The student will be able utilize appropriate strategies and activities to teach major concepts in economics.</p>	<ul style="list-style-type: none"> • <i>The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.</i> <ul style="list-style-type: none"> ○ Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS). ○ Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills. ○ Understands and uses social studies terminology correctly.

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
	<ul style="list-style-type: none"> ○ Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and communities; sharing; following routines; working cooperatively in groups) ○ Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Selects and applies current technology as a tool for teaching and communicating social studies concepts. ○ Selects and uses effective instructional strategies, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Understands how to promote students' use of social science skills, vocabulary and research tools, including currently available technological tools. ○ Applies instruction that relates skills, concepts and ideas across different social science disciplines. ○ Provides and facilitates instruction that helps students make connections between knowledge and methods in the social sciences and in other content areas. ○ Uses a variety of formal and informal assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English-language learners and students with special needs ○ Understands and relates practical applications of social science issues and trends. ○ Creates maps and other graphics to represent geographic, political, historical, economic and cultural features, distributions and relationships. ○ Communicates the value of social studies education to students, parents/caregivers, colleagues and the community.

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
	<ul style="list-style-type: none"> • <i>The teacher understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute and consume goods and services.</i> <ul style="list-style-type: none"> ○ Compares and contrasts similarities and differences in how various peoples at different times in history have lived and met basic human needs, including the various roles of men, women, children and families in past and present cultures. ○ Understands and applies knowledge of basic economic concepts (e.g., economic system, goods and services, free enterprise, interdependence, needs and wants, scarcity, roles of producers and consumers, factors of production, specialization and trade, entrepreneurship); knows that basic human needs are met in many ways; and understands the value and importance of work and of spending, saving and budgeting money. ○ Demonstrates knowledge of the ways people organize economic systems and of the similarities and differences among various economic systems around the world. ○ Understands and applies the knowledge of the characteristics, benefits and development of the free-enterprise system in Texas and the United States and how businesses operate in the United States free-enterprise system (e.g., importance of morality and ethics in maintaining a functional free-enterprise system and the impact of past and present entrepreneurs). ○ Applies knowledge of the effects of supply and demand on consumers and producers in a free-enterprise system. ○ Demonstrates knowledge of patterns of work and economic activities in Texas and the United States, past and present, including the roles of consumers and producers, and the impact of geographic factors, immigration, migration, limited resources, mass production, specialization and division of labor, and American ideas about progress and equal opportunity.

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
	<ul style="list-style-type: none"> ○ Demonstrates knowledge of categories of economic activities, economic indicators and how a society's economic level is measured. ○ Understands the effects of government regulation and taxation on consumers, economic development and business planning. ○ Demonstrates an understanding of major events, trends and issues in economic history (e.g., factors leading societies to change from rural to urban or agrarian to industrial, economic reasons for exploration and colonization, economic forces leading to the Industrial Revolution, processes of economic development in different areas of the world, factors leading to the emergence of different patterns of economic activity in the various regions of the United States). ○ Analyzes the interdependence of the Texas economy with those of the United States and the world.
<p>Module 9 Learning Goal 1: The student will be able utilize appropriate strategies and activities to teach major concepts and processes in science, technology, and society.</p>	<ul style="list-style-type: none"> • <i>The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.</i> <ul style="list-style-type: none"> ○ Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS). ○ Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills. ○ Understands and uses social studies terminology correctly. ○ Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and communities; sharing; following routines; working cooperatively in groups) ○ Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Selects and applies current technology as a tool for teaching and communicating social studies concepts.

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
	<ul style="list-style-type: none"> ○ Selects and uses effective instructional strategies, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Understands how to promote students' use of social science skills, vocabulary and research tools, including currently available technological tools. ○ Applies instruction that relates skills, concepts and ideas across different social science disciplines. ○ Provides and facilitates instruction that helps students make connections between knowledge and methods in the social sciences and in other content areas. ○ Uses a variety of formal and informal assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English-language learners and students with special needs ○ Understands and relates practical applications of social science issues and trends. ○ Creates maps and other graphics to represent geographic, political, historical, economic and cultural features, distributions and relationships. ○ Communicates the value of social studies education to students, parents/caregivers, colleagues and the community ○ Science, Technology and Society: The social studies teacher understands developments in science and technology and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation.
<p>Module 10 Learning Goal 1: The student will be able utilize appropriate strategies and activities to write, teach, and a reflect on an original elementary school lesson plan.</p>	<ul style="list-style-type: none"> ● <i>The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.</i> <ul style="list-style-type: none"> ○ Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS). ○ Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
	<p>Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills.</p> <ul style="list-style-type: none"> ○ Understands and uses social studies terminology correctly. ○ Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and communities; sharing; following routines; working cooperatively in groups) ○ Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Selects and applies current technology as a tool for teaching and communicating social studies concepts. ○ Selects and uses effective instructional strategies, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Understands how to promote students' use of social science skills, vocabulary and research tools, including currently available technological tools. ○ Applies instruction that relates skills, concepts and ideas across different social science disciplines. ○ Provides and facilitates instruction that helps students make connections between knowledge and methods in the social sciences and in other content areas. ○ Uses a variety of formal and informal assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English-language learners and students with special needs ○ Understands and relates practical applications of social science issues and trends. ○ Creates maps and other graphics to represent geographic, political, historical, economic and cultural features, distributions and relationships.

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
	<ul style="list-style-type: none"> ○ Communicates the value of social studies education to students, parents/caregivers, colleagues and the community
<p>Module 11 Learning Goal 1: The student will plan an instructional unit which demonstrates their knowledge and skills in the following areas: Learner Development, Learner Differences, Learning Environment, Content Knowledge , Application of Content, Assessment, Planning for Instruction, Instructional Strategies, and Professional Learning and Ethical Practice (West College of Education Handbook of Policies and Clinical Experiences; InTASC Standards).</p>	<ul style="list-style-type: none"> ● <i>The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.</i> <ul style="list-style-type: none"> ○ Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS). ○ Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills. ○ Understands and uses social studies terminology correctly. ○ Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and communities; sharing; following routines; working cooperatively in groups) ○ Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Selects and applies current technology as a tool for teaching and communicating social studies concepts. ○ Selects and uses effective instructional strategies, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Understands how to promote students' use of social science skills, vocabulary and research tools, including currently available technological tools. ○ Applies instruction that relates skills, concepts and ideas across different social science disciplines. ○ Provides and facilitates instruction that helps students make connections between knowledge and methods in the social sciences and in other content areas. ○ Uses a variety of formal and informal assessments and knowledge of the Texas

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
	<p>Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English-language learners and students with special needs</p> <ul style="list-style-type: none"> ○ Understands and relates practical applications of social science issues and trends. ○ Creates maps and other graphics to represent geographic, political, historical, economic and cultural features, distributions and relationships. ○ Communicates the value of social studies education to students, parents/caregivers, colleagues and the community

Appendix B:

Required assignment/standard alignment matrix

Assignment/Module/ Course Activities	Standard or Competency
Module 1 Constructed Response Assignment	<ul style="list-style-type: none"> • <i>The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.</i> <ul style="list-style-type: none"> ○ Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS). ○ Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills. ○ Understands and uses social studies terminology correctly. ○ Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and communities; sharing; following routines; working cooperatively in groups) ○ Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences.

Assignment/Module/ Course Activities	Standard or Competency
	<ul style="list-style-type: none"> ○ Selects and applies current technology as a tool for teaching and communicating social studies concepts. ○ Selects and uses effective instructional strategies, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Understands how to promote students' use of social science skills, vocabulary and research tools, including currently available technological tools. ○ Applies instruction that relates skills, concepts and ideas across different social science disciplines. ○ Provides and facilitates instruction that helps students make connections between knowledge and methods in the social sciences and in other content areas. ○ Uses a variety of formal and informal assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English-language learners and students with special needs ○ Understands and relates practical applications of social science issues and trends. ○ Creates maps and other graphics to represent geographic, political, historical, economic and cultural features, distributions and relationships. ○ Communicates the value of social studies education to students, parents/caregivers, colleagues and the community.
Module 2 Constructed Response Assignment	<ul style="list-style-type: none"> • <i>The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.</i> <ul style="list-style-type: none"> ○ Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS). ○ Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills. ○ Understands and uses social studies terminology correctly. ○ Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and communities; sharing; following routines; working cooperatively in groups)

Assignment/Module/ Course Activities	Standard or Competency
	<ul style="list-style-type: none"> ○ Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Selects and applies current technology as a tool for teaching and communicating social studies concepts. ○ Selects and uses effective instructional strategies, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Understands how to promote students' use of social science skills, vocabulary and research tools, including currently available technological tools. ○ Applies instruction that relates skills, concepts and ideas across different social science disciplines. ○ Provides and facilitates instruction that helps students make connections between knowledge and methods in the social sciences and in other content areas. ○ Uses a variety of formal and informal assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English-language learners and students with special needs ○ Understands and relates practical applications of social science issues and trends. ○ Creates maps and other graphics to represent geographic, political, historical, economic and cultural features, distributions and relationships. ○ Communicates the value of social studies education to students, parents/caregivers, colleagues and the community. ● Culture: The social studies teacher understands cultures and how they develop and adapt and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States and the world. <ul style="list-style-type: none"> ○ Analyzes the effects of race, gender, socioeconomic class, status and stratification on ways of life in Texas, the United States and the world. ○ Identifies, explains and compares various ethnic and/or cultural customs, celebrations and traditions. ○ Demonstrates an understanding of relationships among cultures of people from various groups, including racial, ethnic and religious groups, in the United States and throughout the world (e.g., conflict and cooperation among cultures; factors that influence cultural change,

Assignment/Module/ Course Activities	Standard or Competency
	<p>such as improved communication, transportation and economic development).</p> <ul style="list-style-type: none"> ○ Compares and analyzes similarities and differences in the ways various peoples at different times in history have lived and have met basic human needs, including the various roles of men, women, children and families in past and present cultures. ○ Compares similarities and differences among Native American groups in Texas, the United States and the Western Hemisphere before European colonization ○ Applies knowledge of the role of families in meeting basic human needs and how families and cultures develop and use customs, traditions and beliefs to define themselves. ○ Understands and applies the concept of diversity within unity. ○ Relates geographic and cultural information and ideas to information and ideas in other social sciences and other disciplines. ○ Formulates geographic and cultural research questions and uses appropriate procedures to reach supportable judgments and conclusions. ○ Demonstrates an understanding of research related to geography and culture and knows how social scientists in those fields locate, gather, organize, analyze and report information using standard research methodologies. ○ Demonstrates an understanding of the characteristics and uses of various primary and secondary sources (e.g., databases, maps, photographs, media services, the Internet, biographies, interviews, questionnaires, artifacts); utilizes information from a variety of sources to acquire social science information; answers social science questions; and evaluates information in relation to bias, propaganda, point of view and frame of reference. ○ Applies evaluative, problem-solving and decision-making skills to geographic and cultural information, ideas and issues by identifying problems, gathering information, listing and considering options, considering advantages and disadvantages, choosing and implementing solutions, and assessing the solutions' effectiveness. ○ Communicates and interprets geographic and cultural information in written, oral and visual form (e.g., maps and other graphics) and translates the information from one medium to another (e.g., written to visual, statistical to written or visual).

Assignment/Module/ Course Activities	Standard or Competency
	<ul style="list-style-type: none"> ○ Analyzes geographic and cultural data using geographical tools and basic mathematical and statistical concepts and analytic methods. ○ Understands and analyzes the characteristics, distribution and migration of populations and the interactions between people and the physical environment, including the effects of those interactions on the development of Texas, the United States and the world. ○ Demonstrates knowledge of the institutions that exist in all societies and how the characteristics of those institutions may vary among societies. ○ Demonstrates an understanding of how people use oral tradition, stories, real and mythical heroes, music, paintings and sculpture to represent culture in communities in Texas, the United States and the world (e.g., importance of individual writers and artists to the cultural heritage of communities; significant examples of art, music and literature from various periods). ○ Understands the relationship between the arts and the times and societies in which they are produced, including how past and contemporary issues influence creative expressions, and identifies examples of art, music and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice and the passage of time. ○ Analyzes relationships among religion, philosophy and culture and their effect on ways of life in Texas, the United States and the world. <p>Understands and analyzes how changes in science and technology relate to political, economic, social and cultural issues and events.</p>
Module 3 Constructed Response Assignment	<ul style="list-style-type: none"> • <i>The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.</i> <ul style="list-style-type: none"> ○ Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS). ○ Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills. ○ Understands and uses social studies terminology correctly. ○ Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and

Assignment/Module/ Course Activities	Standard or Competency
	<p>communities; sharing; following routines; working cooperatively in groups)</p> <ul style="list-style-type: none"> ○ Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Selects and applies current technology as a tool for teaching and communicating social studies concepts. ○ Selects and uses effective instructional strategies, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Understands how to promote students' use of social science skills, vocabulary and research tools, including currently available technological tools. ○ Applies instruction that relates skills, concepts and ideas across different social science disciplines. ○ Provides and facilitates instruction that helps students make connections between knowledge and methods in the social sciences and in other content areas. ○ Uses a variety of formal and informal assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English-language learners and students with special needs ○ Understands and relates practical applications of social science issues and trends. ○ Creates maps and other graphics to represent geographic, political, historical, economic and cultural features, distributions and relationships. ○ Communicates the value of social studies education to students, parents/caregivers, colleagues and the community.
Module 4 Constructed Response Assignment	<ul style="list-style-type: none"> ● Uses a variety of formal and informal assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English-language learners and students with special needs.
Module 5 Constructed Response Assignment	<ul style="list-style-type: none"> ● <i>The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.</i>

Assignment/Module/ Course Activities	Standard or Competency
	<ul style="list-style-type: none"> ○ Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS). ○ Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills. ○ Understands and uses social studies terminology correctly. ○ Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and communities; sharing; following routines; working cooperatively in groups) ○ Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Selects and applies current technology as a tool for teaching and communicating social studies concepts. ○ Selects and uses effective instructional strategies, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Understands how to promote students' use of social science skills, vocabulary and research tools, including currently available technological tools. ○ Applies instruction that relates skills, concepts and ideas across different social science disciplines. ○ Provides and facilitates instruction that helps students make connections between knowledge and methods in the social sciences and in other content areas. ○ Uses a variety of formal and informal assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English-language learners and students with special needs ○ Understands and relates practical applications of social science issues and trends. ○ Creates maps and other graphics to represent geographic, political, historical, economic and cultural features, distributions and relationships. ○ Communicates the value of social studies education to students, parents/caregivers, colleagues and the community.

Assignment/Module/ Course Activities	Standard or Competency
	<ul style="list-style-type: none"> • <i>The teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas and relationships between the past, the present and the future as defined by the Texas Essential Knowledge and Skills (TEKS).</i> <ul style="list-style-type: none"> ○ Demonstrates an understanding of historical points of reference in the history of Texas, the United States and the world (e.g., the Texas Revolution, the Republic of Texas and the annexation of Texas by the United States). ○ Analyzes how individuals, events and issues shaped the history of Texas, the United States and the world. ○ Demonstrates an understanding of similarities and differences among Native American groups in Texas, the United States and the Western Hemisphere before European colonization. ○ Demonstrates an understanding of the causes and effects of European exploration and colonization of Texas, the United States and the Western Hemisphere. ○ Analyzes the influence of various factors (e.g., geographic contexts, processes of spatial exchange, science, technology) on the development of societies. ○ Understands common characteristics of communities past and present, including reasons people have formed communities (e.g., need for security, religious freedom, law and material well-being), ways in which different communities meet their needs (e.g., government, education, communication, transportation, recreation) and how historical figures, patriots and good citizens helped shape communities, states and nations. ○ Demonstrates an understanding of basic concepts of culture and the processes of cultural adaptation, diffusion and exchange. ○ Applies knowledge and analyzes the effects of scientific, mathematical and technological innovations on political, economic, social and environmental developments as they relate to daily life in Texas, the United States and the world. ○ Demonstrates an understanding of historical information and ideas in relation to other disciplines. ○ Demonstrates an understanding of how to formulate historical research questions and use appropriate procedures to reach supportable judgments and conclusions in the social sciences. ○ Demonstrates an understanding of historical research and knows how historians locate, gather, organize, analyze and report information by using standard research methodologies. ○ Knows the characteristics and uses of primary and secondary sources for historical research (e.g., databases, maps, photographs, media services, the Internet, biographies,

Assignment/Module/ Course Activities	Standard or Competency
	<p>interviews, questionnaires, artifacts); analyzes historical information from primary and secondary sources; understands and evaluates information in relation to bias, propaganda, point of view and frame of reference.</p> <ul style="list-style-type: none"> ○ Applies and evaluates the use of problem-solving processes, gathering of information, listing and considering options, considering advantages and disadvantages, choosing and implementing solutions and assessing the effectiveness of solutions. ○ Applies and evaluates the use of decision-making processes to identify situations that require decisions: by gathering information, identifying options, predicting consequences and taking action to implement the decisions. ○ Communicates and interprets historical information in written, oral and visual forms and translates information from one medium to another (e.g., written to visual, statistical to written or visual). ○ Analyzes historical information by categorizing, comparing and contrasting, making generalizations and predictions and drawing inferences and conclusions (e.g., regarding population statistics, patterns of migration, voting trends and patterns). ○ Applies knowledge of the concept of chronology and its use in understanding history and historical events. ○ Applies different methods of interpreting the past to understand, evaluate and support multiple points of view, frames of reference and the historical context of events and issues. ○ Demonstrates an understanding of the foundations of representative government in the United States, significant individuals, events and issues of the Revolutionary era and challenges confronting the United States government in the early years of the Republic. ○ Demonstrates an understanding of westward expansion and analyzes its effects on the political, economic and social development of the United States and Texas, including its effects on American Indian life. ○ Analyzes ways that political, economic and social factors led to the growth of sectionalism and the Civil War. ○ Understands individuals, issues and events involved in the Civil War and analyzes the effects of Reconstruction on the political, economic and social life of the United States and Texas. ○ Demonstrates an understanding of major United States and Texas reform movements of the nineteenth and twentieth

Assignment/Module/ Course Activities	Standard or Competency
	<p>centuries (e.g., abolitionism, women's suffrage, civil rights, temperance).</p> <ul style="list-style-type: none"> ○ Demonstrates knowledge of boom and bust cycles of leading Texas industries (e.g., railroads, the cattle industry, oil and gas production, cotton, real estate, banking, computer technology). ○ Demonstrates an understanding of important individuals, issues and events of the twentieth and twenty-first centuries in Texas, the United States and the world (e.g., urbanization, Great Depression, the Dust Bowl, the Second World War, growth of the oil and gas industry). <p>Analyzes ways that particular contemporary societies reflect historical events (e.g., invasion, conquests, colonization, immigration).</p>
Module 6 Constructed Response Assignment	<ul style="list-style-type: none"> • <i>The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.</i> <ul style="list-style-type: none"> ○ Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS). ○ Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills. ○ Understands and uses social studies terminology correctly. ○ Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and communities; sharing; following routines; working cooperatively in groups) ○ Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Selects and applies current technology as a tool for teaching and communicating social studies concepts. ○ Selects and uses effective instructional strategies, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Understands how to promote students' use of social science skills, vocabulary and research tools, including currently available technological tools.

Assignment/Module/ Course Activities	Standard or Competency
	<ul style="list-style-type: none"> ○ Applies instruction that relates skills, concepts and ideas across different social science disciplines. ○ Provides and facilitates instruction that helps students make connections between knowledge and methods in the social sciences and in other content areas. ○ Uses a variety of formal and informal assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English-language learners and students with special needs ○ Understands and relates practical applications of social science issues and trends. ○ Creates maps and other graphics to represent geographic, political, historical, economic and cultural features, distributions and relationships. ○ Communicates the value of social studies education to students, parents/caregivers, colleagues and the community. ● <i>The teacher understands and applies knowledge of geographic relationships involving people, places and environments in Texas, the United States and the world; the teacher also understands and applies knowledge of cultural development, adaptation, diversity and interactions among science, technology and society as defined by the Texas Essential Knowledge and Skills (TEKS).</i> <ul style="list-style-type: none"> ○ Analyzes and applies knowledge of key concepts in geography (e.g., location, distance, region, grid systems) and knows the locations and the human and physical characteristics (e.g., culture, diversity) of places and regions in Texas, the United States and the world. ○ Analyzes ways that location (absolute and relative) affects people, places and environments (e.g., the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils and timber). ○ Analyzes how geographic factors have influenced the settlement patterns, economic development, political relationships and historical and contemporary societies, including those of Texas, the United States and the world. ○ Demonstrates an understanding of physical processes (e.g., erosion, deposition, weathering; plate tectonics; sediment transfer; flows and exchanges of energy and matter in the atmosphere that produce weather and climate; weather patterns) and their effects on environmental patterns. ○ Analyzes how humans adapt to, use and modify the physical environment and how the physical characteristics of places and

Assignment/Module/ Course Activities	Standard or Competency
	<p>human modifications to the environment affect human activities and settlement patterns.</p> <ul style="list-style-type: none"> ○ Demonstrates an understanding of the physical environmental characteristics of Texas, the United States and the world, past and present, and analyzes how humans have adapted to and modified the environment. ○ Examines how developments in science and technology affect the physical environment; the growth of economies and societies; and definitions of, access to and the use of physical and human resources. <p>Creates and interprets maps of places and regions that contain map elements, draws sketch maps that illustrate various places and regions, and uses the compass rose, grid system and symbols to locate places on maps and globes.</p>
Module 7 Constructed Response Assignment	<ul style="list-style-type: none"> • <i>The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.</i> <ul style="list-style-type: none"> ○ Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS). ○ Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills. ○ Understands and uses social studies terminology correctly. ○ Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and communities; sharing; following routines; working cooperatively in groups) ○ Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Selects and applies current technology as a tool for teaching and communicating social studies concepts. ○ Selects and uses effective instructional strategies, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Understands how to promote students' use of social science skills, vocabulary and research tools, including currently available technological tools.

Assignment/Module/ Course Activities	Standard or Competency
	<ul style="list-style-type: none"> ○ Applies instruction that relates skills, concepts and ideas across different social science disciplines. ○ Provides and facilitates instruction that helps students make connections between knowledge and methods in the social sciences and in other content areas. ○ Uses a variety of formal and informal assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English-language learners and students with special needs ○ Understands and relates practical applications of social science issues and trends. ○ Creates maps and other graphics to represent geographic, political, historical, economic and cultural features, distributions and relationships. ○ Communicates the value of social studies education to students, parents/caregivers, colleagues and the community. • <i>The teacher understands and applies knowledge of concepts of government, democracy and citizenship, including ways that individuals and groups achieve their goals through political systems.</i> <ul style="list-style-type: none"> ○ Demonstrates knowledge of historical origins of democratic forms of government, such as ancient Greece. ○ Understands and applies the purpose of rules and laws; the relationship between rules, rights and responsibilities; the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the United States Constitution; and the individual's role in making and enforcing rules and ensuring the welfare of society. ○ Understands the basic structure and functions of the United States government, the Texas government and local governments (including the roles of public officials); the relationships among national, state and local governments; and how local, state and national government services are financed. ○ Demonstrates knowledge of key principles and ideas contained in major political documents of Texas and the United States (e.g., the Declaration of Independence, United States Constitution, Texas Constitution) and of relationships among political documents. ○ Demonstrates an understanding of how people organized governments in colonial America and during the early development of Texas.

Assignment/Module/ Course Activities	Standard or Competency
	<ul style="list-style-type: none"> ○ Understands the political processes in the United States and Texas and how the United States political system works. ○ Demonstrates knowledge of types of government (e.g., democratic, totalitarian, monarchical) and their respective levels of effectiveness in meeting citizens' needs (e.g., reasons for limiting the power of government, record of human rights abuses by limited and unlimited governments). ○ Understands the formal and informal processes of changing the United States and Texas Constitutions and the impact of changes on society. ○ Understands and promotes students' understanding of the impact of landmark Supreme Court cases. ○ Understands the components of the democratic process (e.g., voluntary individual participation, effective leadership, expression of different points of view, the selection of public officials) and their significance in a democratic society. ○ Understands the importance of effective leadership in a constitutional republic and identifies past and present leaders in state, local and national governments and their leadership qualities and contributions. ○ Demonstrates knowledge of important customs, symbols, landmarks and celebrations that represent American and Texan beliefs and principles and contribute to national unity. ○ Analyzes the relationships between individual rights, responsibilities and freedoms in democratic societies. ○ Applies knowledge of the rights and responsibilities of citizens and nonprofit and civic groups in Texas and the United States, past and present, and understands characteristics of good citizenship (e.g., community service) as exemplified by historical and contemporary figures. ○ Understands how the nature, rights and responsibilities of citizenship vary among societies.
Module 8 Constructed Response Assignment	<ul style="list-style-type: none"> • <i>The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.</i> <ul style="list-style-type: none"> ○ Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS). ○ Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from

Assignment/Module/ Course Activities	Standard or Competency
	<p>grade level to grade level, including prerequisite knowledge and skills.</p> <ul style="list-style-type: none"> ○ Understands and uses social studies terminology correctly. ○ Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and communities; sharing; following routines; working cooperatively in groups) ○ Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Selects and applies current technology as a tool for teaching and communicating social studies concepts. ○ Selects and uses effective instructional strategies, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Understands how to promote students' use of social science skills, vocabulary and research tools, including currently available technological tools. ○ Applies instruction that relates skills, concepts and ideas across different social science disciplines. ○ Provides and facilitates instruction that helps students make connections between knowledge and methods in the social sciences and in other content areas. ○ Uses a variety of formal and informal assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English-language learners and students with special needs ○ Understands and relates practical applications of social science issues and trends. ○ Creates maps and other graphics to represent geographic, political, historical, economic and cultural features, distributions and relationships. ○ Communicates the value of social studies education to students, parents/caregivers, colleagues and the community. <ul style="list-style-type: none"> • <i>The teacher understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute and consume goods and services.</i> <ul style="list-style-type: none"> ○ Compares and contrasts similarities and differences in how various peoples at different times in history have

Assignment/Module/ Course Activities	Standard or Competency
	<p>lived and met basic human needs, including the various roles of men, women, children and families in past and present cultures.</p> <ul style="list-style-type: none"> ○ Understands and applies knowledge of basic economic concepts (e.g., economic system, goods and services, free enterprise, interdependence, needs and wants, scarcity, roles of producers and consumers, factors of production, specialization and trade, entrepreneurship); knows that basic human needs are met in many ways; and understands the value and importance of work and of spending, saving and budgeting money. ○ Demonstrates knowledge of the ways people organize economic systems and of the similarities and differences among various economic systems around the world. ○ Understands and applies the knowledge of the characteristics, benefits and development of the free-enterprise system in Texas and the United States and how businesses operate in the United States free-enterprise system (e.g., importance of morality and ethics in maintaining a functional free-enterprise system and the impact of past and present entrepreneurs). ○ Applies knowledge of the effects of supply and demand on consumers and producers in a free-enterprise system. ○ Demonstrates knowledge of patterns of work and economic activities in Texas and the United States, past and present, including the roles of consumers and producers, and the impact of geographic factors, immigration, migration, limited resources, mass production, specialization and division of labor, and American ideas about progress and equal opportunity. ○ Demonstrates knowledge of categories of economic activities, economic indicators and how a society's economic level is measured. ○ Understands the effects of government regulation and taxation on consumers, economic development and business planning. ○ Demonstrates an understanding of major events, trends and issues in economic history (e.g., factors leading societies to change from rural to urban or agrarian to industrial, economic reasons for exploration and colonization, economic forces leading to the Industrial Revolution, processes of economic development in different areas of the world, factors leading to the emergence of different patterns of economic activity in the various regions of the United States).

Assignment/Module/ Course Activities	Standard or Competency
	Analyzes the interdependence of the Texas economy with those of the United States and the world.
Module 9 Constructed Response Assignment	<ul style="list-style-type: none"> • <i>The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.</i> <ul style="list-style-type: none"> ○ Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS). ○ Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills. ○ Understands and uses social studies terminology correctly. ○ Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and communities; sharing; following routines; working cooperatively in groups) ○ Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Selects and applies current technology as a tool for teaching and communicating social studies concepts. ○ Selects and uses effective instructional strategies, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Understands how to promote students' use of social science skills, vocabulary and research tools, including currently available technological tools. ○ Applies instruction that relates skills, concepts and ideas across different social science disciplines. ○ Provides and facilitates instruction that helps students make connections between knowledge and methods in the social sciences and in other content areas. ○ Uses a variety of formal and informal assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English-language learners and students with special needs ○ Understands and relates practical applications of social science issues and trends.

Assignment/Module/ Course Activities	Standard or Competency
	<ul style="list-style-type: none"> ○ Creates maps and other graphics to represent geographic, political, historical, economic and cultural features, distributions and relationships. ○ Communicates the value of social studies education to students, parents/caregivers, colleagues and the community ○ Science, Technology and Society: The social studies teacher understands developments in science and technology and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation.
Module 10 Classroom Observation	<ul style="list-style-type: none"> • <i>The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.</i> <ul style="list-style-type: none"> ○ Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS). ○ Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills. ○ Understands and uses social studies terminology correctly. ○ Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and communities; sharing; following routines; working cooperatively in groups) ○ Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Selects and applies current technology as a tool for teaching and communicating social studies concepts. ○ Selects and uses effective instructional strategies, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Understands how to promote students' use of social science skills, vocabulary and research tools, including currently available technological tools. ○ Applies instruction that relates skills, concepts and ideas across different social science disciplines.

Assignment/Module/ Course Activities	Standard or Competency
	<ul style="list-style-type: none"> ○ Provides and facilitates instruction that helps students make connections between knowledge and methods in the social sciences and in other content areas. ○ Uses a variety of formal and informal assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English-language learners and students with special needs ○ Understands and relates practical applications of social science issues and trends. ○ Creates maps and other graphics to represent geographic, political, historical, economic and cultural features, distributions and relationships. <p>Communicates the value of social studies education to students, parents/caregivers, colleagues and the community</p>
Module 11 Unit Plan	<ul style="list-style-type: none"> • <i>The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.</i> <ul style="list-style-type: none"> ○ Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS). ○ Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills. ○ Understands and uses social studies terminology correctly. ○ Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and communities; sharing; following routines; working cooperatively in groups) ○ Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Selects and applies current technology as a tool for teaching and communicating social studies concepts. ○ Selects and uses effective instructional strategies, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Understands how to promote students' use of social science skills, vocabulary and research tools, including currently available technological tools.

Assignment/Module/ Course Activities	Standard or Competency
	<ul style="list-style-type: none"> ○ Applies instruction that relates skills, concepts and ideas across different social science disciplines. ○ Provides and facilitates instruction that helps students make connections between knowledge and methods in the social sciences and in other content areas. ○ Uses a variety of formal and informal assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English-language learners and students with special needs ○ Understands and relates practical applications of social science issues and trends. ○ Creates maps and other graphics to represent geographic, political, historical, economic and cultural features, distributions and relationships. <p>Communicates the value of social studies education to students, parents/caregivers, colleagues and the community</p>

Pre-K Guidelines and K-6 TEKS

Grade Level	Standards
Pre-K	<p>VII.A.1. Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences</p> <p>VII.A.2. Child identifies similarities and differences in characteristics of families.</p> <p>VII.A.3. Child connects their life to events, time, and routines.</p> <p>VII.B.1. Child demonstrates that all people need food, clothing, and shelter.</p> <p>VII.B. 2. Child demonstrates understanding of what it means to be a consumer.</p> <p>VII.B.3. Child discusses the roles and responsibilities of family, school, and community helpers.</p> <p>VII.C.1. Child identifies and creates common features in the natural environment.</p> <p>VII.C.2. Child explores geography tools and resources</p> <p>VII.D.1. Child identifies flags of the United States and Texas.</p> <p>VII.D.2.</p>

Grade Level	Standards
	<p>Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*.</p> <p>VII.D.3.</p> <p>The child engages in voting as a method for group decision-making.</p>
K	<p>Introduction.</p> <p>(1) In Kindergarten, the study of the self, home, family, and classroom establishes the foundation for responsible citizenship in society. Students explore state and national heritage by examining the celebration of patriotic holidays and the contributions of individuals. The concept of chronology is introduced. Students apply geographic concepts of location and physical and human characteristics of place. Students identify basic human needs and ways people meet these needs. Students learn the purpose of rules and the role of authority figures in the home and school. Students learn customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. Students compare family customs and traditions and describe examples of technology in the home and school. Students acquire information from a variety of oral and visual sources. Students practice problem-solving, decision-making, and independent-thinking skills.</p> <p>(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.</p> <p>(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p> <p>(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.</p> <p>(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).</p> <p>(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.</p>

Grade Level	Standards
	<p>(7) Students must demonstrate learning performance related to any federal and state mandates regarding classroom instruction. Although Kindergarten is not required to participate in Celebrate Freedom Week, according to the TEC, §29.907, primary grades lay the foundation for subsequent learning. As a result, Kindergarten Texas essential knowledge and skills include standards related to this patriotic observance.</p> <p>(8) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.</p> <p>(b) Knowledge and skills.</p> <p>(1) History. The student understands that holidays are celebrations of special events. The student is expected to:</p> <p>(A) identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day; and</p> <p>(B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.</p> <p>(2) History. The student understands how historical figures helped shape the state and nation. The student is expected to identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation.</p> <p>(3) Geography. The student understands the concept of location. The student is expected to:</p> <p>(A) use spatial terms, including over, under, near, far, left, and right, to describe relative location;</p> <p>(B) locate places on the school campus and describe their relative locations; and</p> <p>(C) identify and use geographic tools that aid in determining location, including maps and globes.</p> <p>(4) Geography. The student understands physical and human characteristics of place to better understand self, home, family, classroom, and the world around them. The student is expected to:</p> <p>(A) identify the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather; and</p> <p>(B) identify how geographic location influences human characteristics of place such as shelter, clothing, food, and activities.</p> <p>(5) Economics. The student understands the difference between human needs and wants and how they are met. The student is expected to:</p> <p>(A) identify basic human needs of food, clothing, and shelter;</p> <p>(B) explain the difference between needs and wants; and</p> <p>(C) explain how basic human needs and wants can be met.</p> <p>(6) Economics. The student understands the value of jobs. The student is expected to:</p> <p>(A) identify jobs in the home, school, and community; and</p> <p>(B) explain why people have jobs.</p> <p>(7) Government. The student understands the purpose of rules. The student is expected to:</p>

Grade Level	Standards
	<p>(A) identify purposes for having rules; and (B) identify rules that provide order, security, and safety in the home and school.</p> <p>(8) Government. The student understands the role of authority figures. The student is expected to: (A) identify authority figures in the home, school, and community; and (B) explain how authority figures enforce rules.</p> <p>(9) Citizenship. The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to: (A) identify the United States flag and the Texas state flag; (B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag; and (C) use voting as a method for group decision making.</p> <p>(10) Culture. The student understands similarities and differences among individuals. The student is expected to identify similarities and differences among individuals such as kinship and religion.</p> <p>(11) Culture. The student understands the importance of family traditions. The student is expected to: (A) describe and explain the importance of family traditions; and (B) compare traditions among families.</p> <p>(12) Science, technology, and society. The student understands ways technology is used in the home and school and how technology affects people's lives. The student is expected to: (A) identify examples of technology used in the home and school; (B) describe how technology helps accomplish specific tasks and meet people's needs; and (C) describe how his or her life might be different without modern technology.</p> <p>(13) 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: (A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance; and (B) sequence and categorize information.</p> <p>(14) Social studies skills. The student communicates in oral and visual forms. The student is expected to: (A) place events in chronological order; (B) use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow; (C) express ideas orally based on knowledge and experiences; and (D) create and interpret visuals, including pictures and maps.</p> <p>(15) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages</p>

Grade Level	Standards
	and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.
1st	<p>(a) Introduction.</p> <p>(1) In Grade 1, students study their relationship to the classroom, school, and community to establish the foundation for responsible citizenship in society. Students develop concepts of time and chronology by distinguishing among past, present, and future events. Students identify anthems and mottoes of the United States and Texas. Students create simple maps to identify the location of places in the classroom, school, and community. Students explore the concepts of goods and services and the value of work. Students identify individuals who exhibit good citizenship. Students describe the importance of family customs and traditions and identify how technology has changed family life. Students sequence and categorize information. Students practice problem-solving, decision-making, and independent-thinking skills.</p> <p>(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.</p> <p>(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p> <p>(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.</p> <p>(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).</p> <p>(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.</p> <p>(7) Students must demonstrate learning performance related to any federal and state mandates regarding classroom instruction. Although Grade 1 is not</p>

Grade Level	Standards
	<p>required to participate in Celebrate Freedom Week, according to the TEC, §29.907, primary grades lay the foundation for subsequent learning. As a result, Grade 1 Texas essential knowledge and skills include standards related to this patriotic observance.</p> <p>(8) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.</p> <p>(b) Knowledge and skills.</p> <p>(1) History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:</p> <p>(A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day, Independence Day, and Veterans Day; and</p> <p>(B) compare the observance of holidays and celebrations.</p> <p>(2) History. The student understands how historical figures helped shape the state and nation. The student is expected to:</p> <p>(A) identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation; and</p> <p>(B) compare the lives of historical figures who have influenced the state and nation.</p> <p>(3) Geography. The student understands the relative location of places. The student is expected to:</p> <p>(A) describe the location of self and objects relative to other locations in the classroom and school using spatial terms; and</p> <p>(B) locate places using the four cardinal directions.</p> <p>(4) Geography. The student understands the purpose of geographic tools, including maps and globes. The student is expected to:</p> <p>(A) create and use simple maps such as maps of the home, classroom, school, and community; and</p> <p>(B) locate and explore the community, Texas, and the United States on maps and globes.</p> <p>(5) Geography. The student understands physical and human characteristics of place to better understand their community and the world around them. The student is expected to:</p> <p>(A) identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather; and</p> <p>(B) identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities.</p> <p>(6) Economics. The student understands how families meet basic human needs. The student is expected to:</p> <p>(A) describe ways that families meet basic human needs; and</p> <p>(B) describe similarities and differences in ways families meet basic human needs.</p> <p>(7) Economics. The student understands the concepts of goods and services. The student is expected to:</p>

Grade Level	Standards
	<p>(A) identify examples of goods and services in the home, school, and community;</p> <p>(B) identify ways people exchange goods and services; and</p> <p>(C) identify the role of markets in the exchange of goods and services.</p> <p>(8) Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:</p> <p>(A) identify examples of people wanting more than they can have;</p> <p>(B) explain why wanting more than they can have requires that people make choices; and</p> <p>(C) identify examples of choices families make when buying goods and services.</p> <p>(9) Economics. The student understands the value of work. The student is expected to:</p> <p>(A) describe the tools of various jobs and the characteristics of a job well performed; and</p> <p>(B) describe how various jobs contribute to the production of goods and services.</p> <p>(10) Government. The student understands the purpose of rules and laws. The student is expected to:</p> <p>(A) explain the purpose for rules and laws in the home, school, and community; and</p> <p>(B) identify rules and laws that establish order, provide security, and manage conflict.</p> <p>(11) Government. The student understands the role of authority figures and public officials. The student is expected to:</p> <p>(A) identify the responsibilities of authority figures in the home, school, and community; and</p> <p>(B) identify and describe the roles of public officials in the community, state, and nation.</p> <p>(12) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:</p> <p>(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting; and</p> <p>(B) identify historical figures and other individuals who have exemplified good citizenship such as Benjamin Franklin and Eleanor Roosevelt.</p> <p>(13) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:</p> <p>(A) explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo;</p> <p>(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;</p> <p>(C) identify anthems and mottoes of Texas and the United States;</p>

Grade Level	Standards
	<p>(D) explain and practice voting as a way of making choices and decisions; and</p> <p>(E) explain how patriotic customs and celebrations reflect American individualism and freedom.</p> <p>(14) Culture. The student understands the importance of family and community beliefs, language, and traditions. The student is expected to:</p> <p>(A) describe and explain the importance of beliefs, language, and traditions of families and communities; and</p> <p>(B) explain the way folktales and legends reflect beliefs, language, and traditions of communities.</p> <p>(15) Science, technology, and society. The student identifies individuals who created or invented new technology and understands how technology affects daily life, past and present. The student is expected to:</p> <p>(A) describe how technology has affected the ways families live;</p> <p>(B) describe how technology has affected communication, transportation, and recreation; and</p> <p>(C) identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan.</p> <p>(16) 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:</p> <p>(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance; and</p> <p>(B) sequence and categorize information.</p> <p>(17) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:</p> <p>(A) use a simple timeline to distinguish among past, present, and future;</p> <p>(B) use a calendar to describe and measure time in days, weeks, months, and years;</p> <p>(C) express ideas orally based on knowledge and experiences;</p> <p>(D) create and interpret visual and written material; and</p> <p>(E) use social studies terminology correctly.</p> <p>(18) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to 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.</p>
2nd	<p>(a) Introduction.</p> <p>(1) In Grade 2, students focus on a study of their local community by examining the impact of significant individuals and events on the history of the community as well as on the state and nation. Students begin to develop the concepts of time and chronology. The relationship between the physical environment and human activities is introduced as are the concepts of consumers and producers. Students identify functions of government as well as services provided by the local government. Students continue to acquire</p>

Grade Level	Standards
	<p>knowledge of customs, symbols, and celebrations that represent American beliefs and principles. Students identify the significance of works of art in the local community and explain how technological innovations have changed transportation and communication. Students communicate what they have learned in written, oral, and visual forms.</p> <p>(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as nonfiction texts, primary sources, biographies, folklore, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, online tours, and local and state preservation societies.</p> <p>(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p> <p>(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.</p> <p>(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).</p> <p>(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.</p> <p>(7) Students must demonstrate learning performance related to any federal and state mandates regarding classroom instruction. Although Grade 2 is not required to participate in Celebrate Freedom Week, according to the TEC, §29.907, primary grades lay the foundation for subsequent learning. As a result, Grade 2 Texas essential knowledge and skills include standards related to this patriotic observance.</p> <p>(8) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.</p> <p>(b) Knowledge and skills.</p> <p>(1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:</p>

Grade Level	Standards
	<p>(A) explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving; and</p> <p>(B) identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings.</p> <p>(2) History. The student understands how historical figures helped shape the community, state, and nation. The student is expected to:</p> <p>(A) identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation; and</p> <p>(B) describe how people and events have influenced local community history.</p> <p>(3) Geography. The student uses simple geographic tools, including maps and globes. The student is expected to:</p> <p>(A) identify and use information on maps and globes using basic map elements such as title, cardinal directions, and legend; and</p> <p>(B) create maps to show places and routes within the home, school, and community.</p> <p>(4) Geography. The student understands the location of places in their community, state, country, and the world. The student is expected to:</p> <p>(A) identify major landforms and bodies of water, including each of the seven continents and each of the oceans, on maps and globes; and</p> <p>(B) locate places, including the local community, Texas, the United States, the state capital, the U.S. capital, and the bordering countries of Canada and Mexico on maps and globes.</p> <p>(5) Geography. The student understands how humans use and modify the physical environment. The student is expected to:</p> <p>(A) identify ways in which people have modified the physical environment such as clearing land, building roads, using land for agriculture, and drilling for oil;</p> <p>(B) identify consequences of human modification of the physical environment; and</p> <p>(C) identify ways people can conserve and replenish Earth's resources.</p> <p>(6) Economics. The student understands the value of work. The student is expected to:</p> <p>(A) explain how work provides income to purchase goods and services; and</p> <p>(B) explain the choices people can make about earning, spending, and saving money.</p> <p>(7) Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:</p> <p>(A) distinguish between producing and consuming;</p> <p>(B) identify ways in which people are both producers and consumers; and</p> <p>(C) trace the development of a product from a natural resource to a finished product.</p>

Grade Level	Standards
	<p>(8) Government. The student understands the purpose of governments. The student is expected to:</p> <p>(A) identify functions of governments such as establishing order, providing security, and managing conflict; and</p> <p>(B) identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community.</p> <p>(9) Government. The student understands the role of public officials. The student is expected to:</p> <p>(A) name current public officials, including mayor, governor, and president;</p> <p>(B) compare the roles of public officials, including mayor, governor, and president;</p> <p>(C) identify ways that public officials are selected, including election and appointment to office; and</p> <p>(D) identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions.</p> <p>(10) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:</p> <p>(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;</p> <p>(B) identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth; and</p> <p>(C) identify ways to actively practice good citizenship, including involvement in community service.</p> <p>(11) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:</p> <p>(A) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;</p> <p>(B) sing, recite, or identify selected patriotic songs, including "The Star-Spangled Banner" and "America the Beautiful";</p> <p>(C) identify symbols such as state and national birds and flowers and Uncle Sam; and</p> <p>(D) identify how selected symbols, customs, and celebrations reflect an American love of individualism, inventiveness, and freedom.</p> <p>(12) Culture. The student understands ethnic and/or cultural celebrations. The student is expected to:</p> <p>(A) identify the significance of various ethnic and/or cultural celebrations; and</p> <p>(B) compare ethnic and/or cultural celebrations.</p>

Grade Level	Standards
	<p>(13) Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to:</p> <p>(A) describe how science and technology have affected communication, transportation, and recreation; and</p> <p>(B) explain how science and technology have affected the ways in which people meet basic needs.</p> <p>(14) Science, technology, and society. The student identifies individuals who exhibited individualism and inventiveness. The student is expected to identify individuals who have exhibited individualism and inventiveness such as Amelia Earhart and George Washington Carver.</p> <p>(15) 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:</p> <p>(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts; and</p> <p>(B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting.</p> <p>(16) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(A) describe the order of events by using designations of time periods such as historical and present times;</p> <p>(B) apply vocabulary related to chronology, including past, present, and future;</p> <p>(C) create and interpret timelines for events in the past and present;</p> <p>(D) use social studies terminology correctly;</p> <p>(E) express ideas orally based on knowledge and experiences; and</p> <p>(F) create written and visual material such as stories, maps, and graphic organizers to express ideas.</p> <p>(17) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to 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.</p>
3rd	<p>(a) Introduction.</p> <p>(1) In Grade 3, students learn how diverse individuals have changed their communities and world. Students study the effects inspiring heroes have had on communities, past and present. Students learn about the lives of heroic men and women who made important choices, overcame obstacles, sacrificed for the betterment of others, and embarked on journeys that resulted in new ideas, new inventions, new technologies, and new communities. Students expand their knowledge through the identification and study of people who made a difference, influenced public policy and decision making, and participated in resolving issues that are important to all people. Throughout</p>

Grade Level	Standards
	<p>Grade 3, students develop an understanding of the economic, cultural, and scientific contributions made by individuals.</p> <p>(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies, founding documents, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.</p> <p>(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p> <p>(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.</p> <p>(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).</p> <p>(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.</p> <p>(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.</p> <p>(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.</p> <p>(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from</p>

Grade Level	Standards
	<p>the Declaration of Independence: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."</p> <p>(8) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.</p> <p>(b) Knowledge and skills.</p> <p>(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:</p> <p>(A) describe how individuals, events, and ideas have changed communities, past and present;</p> <p>(B) identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities; and</p> <p>(C) describe how individuals, including Daniel Boone and the Founding Fathers have contributed to the expansion of existing communities or to the creation of new communities.</p> <p>(2) History. The student understands common characteristics of communities, past and present. The student is expected to:</p> <p>(A) identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being; and</p> <p>(B) compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation.</p> <p>(3) Geography. The student understands how humans adapt to and/or modify the physical environment. The student is expected to:</p> <p>(A) describe similarities and differences in the physical environment, including climate, landforms, natural resources, and natural hazards;</p> <p>(B) identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains; and</p> <p>(C) describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape.</p> <p>(4) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p> <p>(A) use cardinal and intermediate directions to locate places on maps and globes in relation to the local community;</p> <p>(B) use a scale to determine the distance between places on maps and globes; and</p> <p>(C) identify, create, and interpret maps of places that contain map elements, including a title, compass rose, legend, scale, and grid system.</p> <p>(5) Economics. The student understands the purposes of earning, spending, saving, and donating money. The student is expected to:</p> <p>(A) identify ways of earning, spending, saving, and donating money; and</p> <p>(B) create a simple budget that allocates money for spending and saving.</p>

Grade Level	Standards
	<p>(6) Economics. The student understands the concept of the free enterprise system and how businesses operate in the U.S. free enterprise system. The student is expected to:</p> <ul style="list-style-type: none"> (A) explain how supply and demand affect the price of a good or service; (B) define and identify examples of scarcity; (C) explain how the cost of production and selling price affect profits; and (D) identify individuals, past and present, such as Henry Ford and Sam Walton who have started new businesses. <p>(7) Government. The student understands the basic structure and functions of various levels of government. The student is expected to:</p> <ul style="list-style-type: none"> (A) describe the basic structure of government in the local community, state, and nation; (B) identify local, state, and national government officials and explain how they are chosen; and (C) identify services commonly provided by local, state, and national governments. <p>(8) Government. The student understands important ideas in historical documents at various levels of government. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights; and (B) describe the concept of "consent of the governed. " <p>(9) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures and organizations. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting; (B) identify figures such as Helen Keller, Clara Barton, and Ruby Bridges who exemplify good citizenship; (C) identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting; and (D) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good. <p>(10) Culture. The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to:</p> <ul style="list-style-type: none"> (A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities; and (B) compare ethnic and/or cultural celebrations in the local community with other communities. <p>(11) Culture. The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four Chaplains; and

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	<p>(B) identify and describe the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes.</p> <p>(12) Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to identify how various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and their stories, poems, statues, and paintings contribute to the cultural heritage of communities.</p> <p>(13) Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student is expected to:</p> <p>(A) identify individuals who have discovered scientific breakthroughs or created or invented new technology such as Jonas Salk, Cyrus McCormick, Bill Gates, Louis Pasteur, and others; and</p> <p>(B) describe the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.</p> <p>(14) 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:</p> <p>(A) gather information, including historical and current events and geographic data, about the community using a variety of resources;</p> <p>(B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting; and</p> <p>(C) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.</p> <p>(15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(A) use social studies terminology correctly;</p> <p>(B) create and interpret timelines;</p> <p>(C) apply the terms year, decade, and century to describe historical times;</p> <p>(D) express ideas orally based on knowledge and experiences; and</p> <p>(E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.</p> <p>(16) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to 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.</p>
4th	<p>(a) Introduction.</p> <p>(1) In Grade 4, students examine the history of Texas from the early beginnings to the present within the context of influences of North America. Historical content focuses on Texas history, including the Texas Revolution, establishment of the Republic of Texas, and subsequent annexation to the United States. Students discuss important issues, events, and individuals of</p>

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	<p>the 19th, 20th, and 21st centuries. Students conduct a thorough study of regions in Texas and North America resulting from human activity and from physical features. The location, distribution, and patterns of economic activities and settlement in Texas further enhance the concept of regions. Students describe how early American Indians in Texas and North America met their basic economic needs. Students identify motivations for European exploration and colonization and reasons for the establishment of Spanish settlements and missions. Students explain how American Indians governed themselves and identify characteristics of Spanish colonial and Mexican governments in Texas. Students recite and explain the meaning of the Pledge to the Texas Flag. Students identify the contributions of people of various racial, ethnic, and religious groups to Texas and describe the impact of science and technology on life in the state. Students use critical-thinking skills to identify cause-and-effect relationships, compare and contrast, and make generalizations and predictions.</p> <p>(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as documents, biographies, novels, speeches, letters, poetry, songs, and artworks is encouraged. Where appropriate, local topics should be included. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.</p> <p>(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p> <p>(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.</p> <p>(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).</p> <p>(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.</p> <p>(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.</p>

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	<p>(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.</p> <p>(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."</p> <p>(8) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.</p> <p>(b) Knowledge and skills.</p> <p>(1) History. The student understands the origins, similarities, and differences of American Indian groups in Texas before European exploration. The student is expected to:</p> <p>(A) explain the possible origins of American Indian groups in Texas;</p> <p>(B) identify and compare the ways of life of American Indian groups in Texas before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano;</p> <p>(C) describe the cultural regions in which American Indians lived such as Gulf, Plains, Puebloan, and Southeastern; and</p> <p>(D) locate American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo.</p> <p>(2) History. The student understands the causes and effects of European exploration and colonization of Texas. The student is expected to:</p> <p>(A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion;</p> <p>(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;</p> <p>(C) explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals;</p> <p>(D) identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas; and</p>

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	<p>(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.</p> <p>(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 student is expected to:</p> <p>(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;</p> <p>(B) summarize the significant contributions of individuals such as William B. Travis, James Bowie, David Crockett, Juan N. Seguín, Plácido Benavides, José Francisco Ruiz, Antonio López de Santa Anna, Susanna Dickinson, and Enrique Esparza;</p> <p>(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;</p> <p>(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; and</p> <p>(E) explain the events that led to the annexation of Texas to the United States and the impact of the U.S.-Mexican War.</p> <p>(4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:</p> <p>(A) describe the impact of the Civil War and Reconstruction on Texas;</p> <p>(B) explain the growth, development, and impact of the cattle industry such as contributions made by Charles Goodnight, Richard King, and Lizzie Johnson;</p> <p>(C) explain the effects of the railroad industry on life in Texas, including changes to cities and major industries; and</p> <p>(D) explain the effects on American Indian life brought about by the Red River War, building of U.S. forts and railroads, and loss of buffalo.</p> <p>(5) History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:</p> <p>(A) explain the impact of various events on life in Texas such as the Great Depression, the Dust Bowl, and World War II and notable individuals such as Audie Murphy, Cleto Rodríguez, and Bessie Coleman and other local individuals; and</p> <p>(B) explain the development and impact of the oil and gas industry on industrialization and urbanization in Texas, including Spindletop and important people such as Pattillo Higgins.</p> <p>(6) Geography. The student understands the concept of regions. The student is expected to:</p> <p>(A) identify, locate, and describe the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their characteristics such as landforms, climate, vegetation, and economic activities; and</p>

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	<p>(B) compare the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains).</p> <p>(7) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:</p> <p>(A) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present; and</p> <p>(B) identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods.</p> <p>(8) Geography. The student understands how people adapt to and modify their environment. The student is expected to:</p> <p>(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;</p> <p>(B) explain 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; and</p> <p>(C) compare the positive and negative consequences of human modification of the environment in Texas, past and present.</p> <p>(9) Economics. The student understands the basic economic activities of early societies in Texas. The student is expected to:</p> <p>(A) explain the economic activities various early American Indian groups in Texas used to meet their needs and wants such as farming, trading, and hunting; and</p> <p>(B) explain the economic activities early settlers to Texas used to meet their needs and wants.</p> <p>(10) Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:</p> <p>(A) describe how the free enterprise system works, including supply and demand;</p> <p>(B) identify examples of the benefits of the free enterprise system such as choice and opportunity; and</p> <p>(C) describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and the railroad boom.</p> <p>(11) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:</p> <p>(A) identify how people in different regions of Texas earn their living, past and present;</p> <p>(B) explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas;</p> <p>(C) identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas; and</p> <p>(D) explain how developments in transportation and communication have influenced economic activities in Texas.</p>

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	<p>(12) Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:</p> <ul style="list-style-type: none"> (A) compare how various American Indian groups such as the Caddo and the Comanche governed themselves; and (B) compare characteristics of the Spanish colonial government and the early Mexican governments in Texas. <p>(13) Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution; (B) identify and explain the basic functions of the three branches of government according to the Texas Constitution; and (C) identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week). <p>(14) Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:</p> <ul style="list-style-type: none"> (A) explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the Alamo, and the San Jacinto Monument; (B) sing or recite "Texas, Our Texas"; (C) recite and explain the meaning of the Pledge to the Texas Flag; and (D) describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth. <p>(15) Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll; (B) explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as respectfully holding public officials to their word, writing letters, and participating in historic preservation and service projects; (C) explain the duty of the individual in state and local elections such as being informed and voting; (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, Henry B. González, Wallace Jefferson, and other local individuals; and (E) explain how to contact elected and appointed leaders in state and local governments. <p>(16) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S.

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	<p>senators, local U.S. representatives, and Texans who have been president of the United States; and</p> <p>(B) identify leadership qualities of state and local leaders, past and present.</p> <p>(17) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas culture. The student is expected to:</p> <p>(A) identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, and Fiesta San Antonio; and</p> <p>(B) summarize the contributions of artists of various racial, ethnic, and religious groups in the development of Texas culture such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe.</p> <p>(18) Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:</p> <p>(A) identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions; and</p> <p>(B) describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas.</p> <p>(19) 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:</p> <p>(A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas;</p> <p>(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;</p> <p>(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; and</p> <p>(D) identify different points of view about an issue, topic, historical event, or current event.</p> <p>(20) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p> <p>(A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps; and</p> <p>(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.</p> <p>(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(A) use social studies terminology correctly;</p> <p>(B) incorporate main and supporting ideas in verbal and written communication;</p> <p>(C) express ideas orally based on research and experiences; and</p>

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	<p>(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.</p> <p>(22) Social studies skills. The student uses problem-so</p>
5th	<p>(a) Introduction.</p> <p>(1) In Grade 5, students survey the history of the United States from 1565 to the present. Historical content includes the colonial period, the American Revolution, the establishment of the U.S. Constitution and American identity, westward expansion, the Civil War and Reconstruction, immigration and industrialization, and the 20th and 21st centuries. Students study a variety of regions in the United States that result from physical features and human activity and identify how people adapt to and modify the environment. Students explain the characteristics and benefits of the free enterprise system and describe economic activities in the United States. Students identify the roots of representative government in this nation as well as the important ideas in the Declaration of Independence and the U.S. Constitution. Students study the fundamental rights guaranteed in the Bill of Rights. Students examine the importance of effective leadership in a constitutional republic and identify important leaders in the national government. Students recite and explain the meaning of the Pledge of Allegiance to the United States Flag. Students describe the cultural impact of various racial, ethnic, and religious groups in the nation and identify the accomplishments of notable individuals in the fields of science and technology. Students explain symbols, traditions, and landmarks that represent American beliefs and principles. Students use critical-thinking skills to sequence, categorize, and summarize information and to draw inferences and conclusions.</p> <p>(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as documents, biographies, novels, speeches, letters, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.</p> <p>(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p> <p>(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.</p> <p>(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society,</p>

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	<p>and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).</p> <p>(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.</p> <p>(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.</p> <p>(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.</p> <p>(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."</p> <p>(8) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.</p> <p>(b) Knowledge and skills.</p> <p>(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:</p> <p>(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</p> <p>(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.</p> <p>(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:</p> <p>(A) analyze the causes and effects of events prior to and during the American Revolution, including the taxation resulting from the French and</p>

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	<p>Indian War and the colonist response to taxation such as the Boston Tea Party;</p> <p>(B) identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period; and</p> <p>(C) summarize the results of the American Revolution, including the establishment of the United States.</p> <p>(3) History. The student understands the significant individuals who contributed to the creation of the U.S. Constitution and the government it established. The student is expected to identify the contributions of Founding Fathers James Madison and George Mason who helped create the U.S. Constitution.</p> <p>(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:</p> <p>(A) describe the causes and effects of the War of 1812 such as impressment of sailors, territorial conflicts with Great Britain, and the increase in U.S. manufacturing;</p> <p>(B) identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States;</p> <p>(C) identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny;</p> <p>(D) explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War;</p> <p>(E) explain the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution; and</p> <p>(F) identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups such as the settlement of the frontier and building of the Transcontinental Railroad.</p> <p>(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:</p> <p>(A) explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions;</p> <p>(B) analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election; and</p> <p>(C) identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics.</p> <p>(6) Geography. The student understands places and regions in the United States. The student is expected to:</p>

Grade Level	Standards
	<p>(A) describe political and economic regions in the United States that result from patterns of human activity;</p> <p>(B) describe regions in the United States based on physical characteristics such as landform, climate, and vegetation;</p> <p>(C) locate on a map important political features such as the five largest cities by population in the United States and the 50 states; and</p> <p>(D) create a map of important physical features such as the Appalachian Mountains, Great Lakes, Mississippi River, Great Plains, and Rocky Mountains.</p> <p>(7) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:</p> <p>(A) identify and describe the patterns of settlement such as rural, urban, and suburban;</p> <p>(B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States; and</p> <p>(C) analyze the geographic factors that influence the location of the five largest urban areas in the United States and explain their distribution.</p> <p>(8) Geography. The student understands how people adapt to and modify their environment. The student is expected to:</p> <p>(A) describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs; and</p> <p>(B) analyze the positive and negative consequences of human modification of the environment in the United States.</p> <p>(9) Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:</p> <p>(A) explain the economic patterns of early European colonies; and</p> <p>(B) identify major industries of colonial America such as shipbuilding and growing of cash crops.</p> <p>(10) Economics. The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:</p> <p>(A) identify the development of the free enterprise system in colonial America and the United States;</p> <p>(B) describe how the free enterprise system works in the United States; and</p> <p>(C) give examples of the benefits of the free enterprise system in the United States.</p> <p>(11) Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:</p> <p>(A) explain how supply and demand affects consumers in the United States; and</p> <p>(B) evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States.</p> <p>(12) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:</p>

Grade Level	Standards
	<p>(A) compare how people in different regions of the United States earn a living, past and present;</p> <p>(B) identify and explain how geographic factors have influenced the location of economic activities in the United States;</p> <p>(C) analyze the effects of immigration and migration on the economic development and growth of the United States; and</p> <p>(D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States.</p> <p>(13) Government. The student understands the organization of governments in colonial America. The student is expected to:</p> <p>(A) compare the systems of government of early European colonists, including representative government and monarchy; and</p> <p>(B) identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.</p> <p>(14) Government. The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:</p> <p>(A) explain the purposes, key elements, and the importance of the Declaration of Independence;</p> <p>(B) explain the purposes of the U.S. Constitution as identified in the Preamble; and</p> <p>(C) explain the reasons for the creation of the Bill of Rights and its importance.</p> <p>(15) Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:</p> <p>(A) identify and explain the basic functions of the three branches of government;</p> <p>(B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and</p> <p>(C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system.</p> <p>(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:</p> <p>(A) explain various patriotic symbols, including Uncle Sam; national celebrations such as Labor Day; and political symbols such as the donkey and elephant;</p> <p>(B) sing or recite "The Star-Spangled Banner" and explain its history;</p> <p>(C) recite and explain the meaning of the Pledge of Allegiance to the United States Flag; and</p> <p>(D) explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore.</p> <p>(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:</p>

Grade Level	Standards
	<p>(A) explain why individuals have a duty to participate in civic affairs at the local, state, and national levels; and</p> <p>(B) explain how to contact elected and appointed leaders in local, state, and national governments.</p> <p>(18) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:</p> <p>(A) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and</p> <p>(B) identify leadership qualities of national leaders, past and present.</p> <p>(19) Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights. The student is expected to describe the fundamental rights guaranteed in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney.</p> <p>(20) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>(A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, "Yankee Doodle," and "Paul Revere's Ride"; and</p> <p>(B) explain how examples of art, music, and literature reflect the times during which they were created.</p> <p>(21) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States culture. The student is expected to:</p> <p>(A) describe customs and traditions of various racial, ethnic, and religious groups in the United States; and</p> <p>(B) summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.</p> <p>(22) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:</p> <p>(A) identify the accomplishments of notable individuals in the fields of science and technology such as Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong;</p> <p>(B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program; and</p> <p>(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States.</p> <p>(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:</p>

Grade Level	Standards
	<p>(A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States;</p> <p>(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;</p> <p>(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;</p> <p>(D) identify different points of view about an issue, topic, historical event, or current event; and</p> <p>(E) identify the historical context of an event.</p> <p>(24) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p> <p>(A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps; and</p> <p>(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.</p> <p>(25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(A) use social studies terminology correctly;</p> <p>(B) incorporate main and supporting ideas in verbal and written communication;</p> <p>(C) express ideas orally based on research and experiences; and</p> <p>(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.</p> <p>(26) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to 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.</p>
6th	<p>(a) Introduction.</p> <p>(1) In Grade 6, students study people, places, and societies of the contemporary world. Societies for study are from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Central America and the Caribbean, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare</p>

Grade Level	Standards
	<p>institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the various societies and identify different points of view about events. The concept of frame of reference is introduced as an influence on an individual's point of view.</p> <p>(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, novels, speeches, letters, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, art galleries, and historical sites.</p> <p>(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p> <p>(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.</p> <p>(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).</p> <p>(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.</p> <p>(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.</p> <p>(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.</p>

Grade Level	Standards
	<p>(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."</p> <p>(8) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.</p> <p>(b) Knowledge and skills.</p> <p>(1) History. The student understands that historical events influence contemporary events. The student is expected to:</p> <p>(A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade; and</p> <p>(B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.</p> <p>(2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:</p> <p>(A) identify and describe the historical influence of individuals or groups on various contemporary societies; and</p> <p>(B) describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.</p> <p>(3) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or globes. The student is expected to:</p> <p>(A) identify and explain the geographic factors responsible for patterns of population in places and regions;</p> <p>(B) explain ways in which human migration influences the character of places and regions;</p> <p>(C) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; and</p> <p>(D) identify the location of major world countries for each of the world regions.</p> <p>(4) Geography. The student understands how geographic factors influence the economic development and political relationships of societies. The student is expected to:</p> <p>(A) explain the geographic factors responsible for the location of economic activities in places and regions; and</p> <p>(B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships.</p>

Grade Level	Standards
	<p>(5) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:</p> <ul style="list-style-type: none"> (A) describe ways people have been impacted by physical processes such as earthquakes and climate; (B) identify and analyze ways people have adapted to the physical environment in various places and regions; and (C) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure. <p>(6) Economics. The student understands the factors of production in a society's economy. The student is expected to:</p> <ul style="list-style-type: none"> (A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies; (B) identify problems that may arise when one or more of the factors of production is in relatively short supply; and (C) explain the impact of the distribution of resources on international trade and economic interdependence among and within societies. <p>(7) Economics. The student understands the various ways in which people organize economic systems. The student is expected to:</p> <ul style="list-style-type: none"> (A) compare ways in which various societies organize the production and distribution of goods and services; (B) compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system; and (C) understand the importance of ethics in maintaining a functional free enterprise system. <p>(8) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to:</p> <ul style="list-style-type: none"> (A) define and give examples of agricultural, retail, manufacturing (goods), and service industries; and (B) describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy. <p>(9) Government. The student understands the concepts of limited and unlimited governments. The student is expected to:</p> <ul style="list-style-type: none"> (A) describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited); (B) identify reasons for limiting the power of government; and (C) identify and describe examples of human rights abuses by limited or unlimited governments such as the oppression of religious, ethnic, and political groups. <p>(10) Government. The student understands various ways in which people organize governments. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify and give examples of governments with rule by one, few, or many;

Grade Level	Standards
	<p>(B) compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function; and</p> <p>(C) identify historical origins of democratic forms of government such as Ancient Greece.</p> <p>(11) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:</p> <p>(A) describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States; and</p> <p>(B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.</p> <p>(12) Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:</p> <p>(A) identify and explain the duty of civic participation in societies with representative governments; and</p> <p>(B) explain relationships among rights, responsibilities, and duties in societies with representative governments.</p> <p>(13) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:</p> <p>(A) identify and describe common traits that define cultures and culture regions;</p> <p>(B) define a multicultural society;</p> <p>(C) analyze the experiences and contributions of diverse groups to multicultural societies; and</p> <p>(D) identify and explain examples of conflict and cooperation between and among cultures.</p> <p>(14) Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:</p> <p>(A) identify institutions basic to all societies, including government, economic, educational, and religious institutions;</p> <p>(B) compare characteristics of institutions in various contemporary societies; and</p> <p>(C) analyze the efforts and activities institutions use to sustain themselves over time.</p> <p>(15) Culture. The student understands relationships that exist among world cultures. The student is expected to:</p> <p>(A) identify and describe means of cultural diffusion such as trade, travel, and war;</p> <p>(B) identify and describe factors that influence cultural change such as improvements in communication, transportation, and economic development;</p> <p>(C) analyze the impact of improved communication technology among cultures; and</p> <p>(D) identify the impact of cultural diffusion on individuals and world societies.</p>

Grade Level	Standards
	<p>(16) Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:</p> <ul style="list-style-type: none"> (A) explain the relationships that exist between societies and their architecture, art, music, and literature; (B) describe ways in which contemporary issues influence creative expressions; and (C) identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time. <p>(17) Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:</p> <ul style="list-style-type: none"> (A) explain the relationship among religious ideas, philosophical ideas, and cultures; and (B) explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies. <p>(18) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world; (B) explain how resources, economic factors, and political decisions affect the use of technology; and (C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations. <p>(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:</p> <ul style="list-style-type: none"> (A) differentiate between, locate, and use valid primary and secondary sources such as oral, print, and visual material and artifacts to acquire information about various world cultures; (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; (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; and (D) identify different points of view about an issue or current topic. <p>(20) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p> <ul style="list-style-type: none"> (A) answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located?;

Grade Level	Standards
	<p>(B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts;</p> <p>(C) compare various world regions and countries using data from maps, graphs, and charts; and</p> <p>(D) create and interpret regional sketch maps, thematic maps, graphs, and charts depicting aspects such as population, disease, and economic activities of various world regions and countries.</p> <p>(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(A) use social studies terminology correctly;</p> <p>(B) incorporate main and supporting ideas in verbal and written communication based on research;</p> <p>(C) express ideas orally based on research and experiences;</p> <p>(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research; and</p> <p>(E) use effective written communication skills, including proper citations to avoid plagiarism.</p> <p>(22) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to 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.</p>

Teacher Standards:

<p>Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.</p>
<p>(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.</p>
<p>i. Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.</p>
<p>ii. Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.</p>
<p>iii. Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.</p>
<p>(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.</p>
<p>i. Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.</p>
<p>ii. Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.</p>
<p>iii. Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.</p>

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

- i. Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.
- ii. Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
- iii. Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

- i. Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
- ii. Teachers validate each student's comments and questions, utilizing them to advance learning for all students.
- iii. Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning

- i. Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
- ii. Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
- iii. Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

- i. Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
- ii. Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
- iii. Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(2) Standard 2—Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational developmental backgrounds and focusing on each student's needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

- i. Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

ii. Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

iii. Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning

i. Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.

ii. Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

iii. Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

i. Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

ii. Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

iii. Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3) Standard 3— Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

i. Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

ii. Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

iii. Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

i. Teachers organize curriculum to facilitate student understanding of the subject matter.

ii. Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.

iii. Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

i. Teachers teach both the key content knowledge and the key skills of the discipline.

ii. Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences

(4) Standard 4— Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

i. Teachers embrace students' backgrounds and experiences as an asset in their learning environment.

ii. Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

iii. Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

i. Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.

ii. Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

i. Teachers implement behavior management systems to maintain an environment where all students can learn effectively.

ii. Teachers maintain a strong culture of individual and group accountability for class expectations.

iii. Teachers cultivate student ownership in developing classroom culture and norms.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

i. Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.

ii. Teachers maximize instructional time, including managing transitions.

iii. Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.

iv. Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(5) Standard 5— Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

(A) Teachers implement both formal and informal methods of measuring student progress.

i. Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

ii. Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

i. Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

ii. Teachers involve all students in self-assessment, goal setting, and monitoring progress.

iii. Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

i. Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

ii. Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

i. Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

ii. Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(6) Standard 6—Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

i. Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

ii. Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

iii. Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

i. Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

ii. Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

i. Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

ii. Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

i. Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

ii. Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

iii. Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.