



Course Syllabus: Teaching Social Studies in Elementary School

College of Education

EDUC-4303-X10

Fall 2024

Contact Information

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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

This course is a CBE course and uses OER resources in each module.

How to Navigate Course:

1. Modules are arranged in correspondence with the Student Learning Outcomes.
2. Begin each module with "READ ME FIRST!". Each Module is designed in accordance with Blooms Taxonomy to ensure students build the higher order thinking skills to reach competency.
3. This CBE course requires that you earn an 80% or above on the module assignments prior to moving on to the next module.
4. After Module 3, you can schedule your pre-conference for Key Assessment #1: Social Studies Classroom Observation and Reflection. For more information on this Key Assessment, please refer to Module 8 in D2L.
5. After Module 6, you can begin planning your Key Assessment #2- Unit Plan. For more information on this Key Assessment, please refer to Module 9 in D2L.

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-3 Core Subjects Standard Competencies:
 - **Demonstrate knowledge of strategies and practices that acknowledge and respect diversity (e.g., cultural, economic, linguistic) and support inclusion in order to promote students' overall development and learning, including understanding of the benefits of primary and secondary languages and bilingualism to learning.**
 - **Recognize the role personal bias plays in potential learning expectations for students in order to promote safe, positive, and supportive interactions and learning environments for all students.**
 - **Demonstrate knowledge of activities, approaches, and resources that encourage and support exploration and engagement and promote a positive disposition toward learning for all students.**
 - **Demonstrate understanding of the role of language and culture in learning, as well as how to modify instruction to support language acquisition to ensure that both language and instruction are accessible across the content areas.**
 - **Demonstrate knowledge of the Social Studies domain of the *Texas Prekindergarten Guidelines* and of the Texas Essential Knowledge and Skills (TEKS) for Social Studies (Kindergarten through Grade 5), as well as ways to scaffold and sequence skills and concepts to teach social studies to young children.**
 - **Apply knowledge of developmentally appropriate strategies and activities for teaching major concepts and processes of geography, including features of students' immediate environment, characteristics of major human and physical features of Texas, and how people adapt and live in the physical environment.**
 - **Apply knowledge of developmentally appropriate strategies and activities for developing students' understanding of the purpose of government and the key concepts of the Declaration of Independence, the U.S. Constitution and the Bill of Rights, and the beliefs and ideals of a democratic republican form of government (e.g., the rule of law, equality, human dignity).**
 - **Apply knowledge of developmentally appropriate strategies and activities for teaching basic concepts of economics, including scarcity, opportunity costs, markets, factors of production, and trade, as well as how these concepts relate to everyday life.**

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

Student Competencies

- Upon completion of this course, the student will be able to:
 - **understand the purpose of the social studies curriculum.**
 - **explain how social studies educational initiatives model a constructivist approach to education.**
 - **identify the basic structure of social constructivism to help their students develop a foundation for knowledge and understanding.**

- **select the social studies concepts, procedures, and skills that they will use during inquiry-based instruction.**
- **determine the best model for conducting social studies instruction.**
- **create a positive classroom environment where learning is rigorous, yet engaging, trust is evident and everyone believes that they can learn.**
- **understand that a positive classroom environment is essential in promoting active inquiry-based learning.**
- **understand the diverse characteristics in today's classrooms to plan for appropriate activities.**
- **Utilize concrete, representational, informational, and persuasive instructional resources to ensure student understanding.**
- **apply key concepts of history, geography, civics, economics, and culture to develop lessons using strategies and methods that increase understanding through authentic learning experiences.**
- **utilize digital tools, resources, and strategies to enhance their teaching effectiveness.**
- **create a learning experience that facilitates creative and critical thinking skills across the curriculum.**

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-2022-23](#)

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.

Table 1: Assignments

Assignments	Points
Writing Assignments	575
Classroom Observation, Lesson Plan, and Reflection	275
Comprehensive Unit Plan	150
Total Points	1000

Table 2: Total points for final grade.

Grade	Points
A	900-1000
B	800-899
D (Does earn credit for certification)	600-799
F	Less than 600

Homework

Each module will have a written assignment that will assess your ability to synthesize and apply the module's learning goal.

The module written assignment is an assessment of your knowledge of the material required for the competency. A rubric score of 80% or higher is required to demonstrate mastery of each learning goal.

If you score less than 80 points on any written assignment, you will have an opportunity to review the material and redo the assignment. You may redo the assignment up to two times. If you have not passed the module in two attempts, you will work with a Faculty Coach to determine another method of fulfilling the program requirements in this subject. In order to demonstrate competency, a rubric score of 80% or higher is required.

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.

Instructor Class Policies

Plagiarism is a serious academic offense and goes against the principles of integrity and originality that are essential in an educational setting. In this course, we uphold a zero-tolerance policy towards plagiarism and the use of AI-generated content without proper attribution. It is crucial that all students understand and adhere to this policy to maintain the academic integrity of the course.

Plagiarism is the act of presenting someone else's work, ideas, or intellectual property as one's own without appropriate acknowledgment. This includes, but is not limited to, copying and pasting from online sources, using another student's work, paraphrasing without proper citation, and using AI-generated content without proper attribution.

The use of AI-generated content is not permitted in this course, unless explicitly specified by the instructor. If the use of AI-generated content is allowed for specific assignments, students must disclose this fact and provide appropriate attribution to the AI tool used.

Self-plagiarism refers to submitting work for credit that is the same or substantially similar to work prepared or submitted for another course, without appropriate citation. This includes reusing previous assignments, papers, presentations, or other submissions without instructor approval. Self-plagiarism gives the impression of original work, when in fact the content has already been submitted for assessment elsewhere.

Students should be aware that turning in the same or similar papers for multiple classes violates academic integrity, unless expressly authorized by the instructor. To avoid self-plagiarism, communicate openly with your instructor about building on existing work or repurposing prior submissions. Provide proper citations for any previous work referenced. Unless the instructor indicates otherwise, all assignments submitted for this course must be newly prepared by you and you alone for this specific class.

Any instance of plagiarism, AI generated content, and/or self-plagiarism will be subject to disciplinary action in accordance with the Academic Integrity Policy outlined in the [Student Handbook-2022-23](#).

By enrolling in this course, you acknowledge and agree to comply with this plagiarism and AI-generated content policy, understanding the importance of academic integrity in our learning community.

Important Dates

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) exists 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

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled “*Run. Hide. Fight.*” which may be electronically accessed via the University police department’s webpage: [“Run. Hide. Fight.”](#)

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 prohibits 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:

Table 3: Course Schedule

Week or Module	Activities/Assignments/Exams	Due Date All Assignments are due 11:59 pm on due date
Module 1	Module 1: Social Studies in the Elementary Classroom Writing Assignment #1	8/30/2024
Module 2	Module 2: Diversity in the Classroom Writing Assignment	9/6/2024
Module 3	Module 3: Constructivism in a Social Studies Classroom Writing Assignment	9/13/2024
Module 4	Module 4 Teaching History Writing Assignment	9/20/2024
Module 5	Module 5 Teaching Geography Assignment	9/27/2024
Module 6	Module 6 Teaching Civics Writing Assignment	10/4/2024
Module 7	Module 7 Teaching Economics Writing Assignment	10/11/2028
Module 8	C3 Lesson Plan Classroom Observation Grade Observation Reflection	Dates will vary based on Observation Schedule
Module 9	Comprehensive Unit Plan	10/18/23

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:

- 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 or Competency
Module 1 Learning Goal 1: The student understands the purpose of the social studies curriculum.	<ul style="list-style-type: none"> • Demonstrate knowledge of the Social Studies domain of the <i>Texas Prekindergarten Guidelines</i> and of the Texas Essential Knowledge and Skills (TEKS) for Social Studies (Kindergarten through Grade 5), as well as ways to scaffold and sequence skills and concepts to teach social studies to young children.
Module 2 Learning Goal 1: The student will be able demonstrate	<ul style="list-style-type: none"> • Demonstrate knowledge of strategies and practices that acknowledge and respect diversity (e.g., cultural, economic, linguistic) and support inclusion in order to

Course Objectives or Student Learning Outcomes	Standard or Competency
<p>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>	<p>promote students' overall development and learning, including understanding of the benefits of primary and secondary languages and bilingualism to learning.</p> <ul style="list-style-type: none"> • Recognize the role personal bias plays in potential learning expectations for students in order to promote safe, positive, and supportive interactions and learning environments for all students. • Demonstrate knowledge of activities, approaches, and resources that encourage and support exploration and engagement and promote a positive disposition toward learning for all students. • Demonstrate understanding of the role of language and culture in learning, as well as how to modify instruction to support language acquisition to ensure that both language and instruction are accessible across the content areas.
<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 to scaffold and sequence concepts to teach social studies to elementary students.</p>	<p>Demonstrate knowledge of the Social Studies domain of the <i>Texas Prekindergarten Guidelines</i> and of the Texas Essential Knowledge and Skills (TEKS) for Social Studies (Kindergarten through Grade 5), as well as ways to scaffold and sequence skills and concepts to teach social studies to young children.</p>
<p>Module 4 Learning Goal 1: The student will learn about assessment processes in the classroom.</p>	<ul style="list-style-type: none"> • Apply knowledge of ways to develop and select developmentally appropriate assessments and assessment strategies (e.g., use of TEA resources such as formative assessment banks), ensure that assessments are aligned to instructional objectives and outcomes, and use assessment results to inform instruction and measure student progress throughout the content areas.
<p>Module 5 Learning Goal 1: The student will be able to utilize appropriate strategies and activities to teach major concepts in history.</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of the Social Studies domain of the <i>Texas Prekindergarten Guidelines</i> and of the Texas Essential Knowledge and Skills (TEKS) for Social Studies (Kindergarten through Grade 5), as well as ways to scaffold and sequence skills and concepts to teach social studies to young children.

Course Objectives or Student Learning Outcomes	Standard or Competency
<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"> Apply knowledge of developmentally appropriate strategies and activities for teaching major concepts and processes of geography, including features of students' immediate environment, characteristics of major human and physical features of Texas, and how people adapt and live in the physical environment.
<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"> Apply knowledge of developmentally appropriate strategies and activities for developing students' understanding of the purpose of government and the key concepts of the Declaration of Independence, the U.S. Constitution and the Bill of Rights, and the beliefs and ideals of a democratic republican form of government (e.g., the rule of law, equality, human dignity).
<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"> Apply knowledge of developmentally appropriate strategies and activities for teaching basic concepts of economics, including scarcity, opportunity costs, markets, factors of production, and trade, as well as how these concepts relate to everyday life.
<p>Module 9 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"> Demonstrate knowledge of the Social Studies domain of the <i>Texas Prekindergarten Guidelines</i> and of the Texas Essential Knowledge and Skills (TEKS) for Social Studies (Kindergarten through Grade 5), as well as ways to scaffold and sequence skills and concepts to teach social studies to young children.
<p>Module 10 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"> Demonstrate knowledge of the Social Studies domain of the <i>Texas Prekindergarten Guidelines</i> and of the Texas Essential Knowledge and Skills (TEKS) for Social Studies (Kindergarten through Grade 5), as well as ways to scaffold and sequence skills and concepts to teach social studies to young children.

Appendix B: Required assignment/standard alignment matrix

Assignment/Module/ Course Activities	Standard or Competency
Module 1: Social Studies in the Elementary Classroom Writing Assignment #1	<ul style="list-style-type: none"> • Demonstrate knowledge of the Social Studies domain of the <i>Texas Prekindergarten Guidelines</i> and of the Texas Essential Knowledge and Skills (TEKS) for Social Studies (Kindergarten through Grade 5), as well as ways to scaffold and sequence skills and concepts to teach social studies to young children.
Module 2: Diversity in the Classroom Writing Assignment	<ul style="list-style-type: none"> • Demonstrate knowledge of strategies and practices that acknowledge and respect diversity (e.g., cultural, economic, linguistic) and support inclusion in order to promote students' overall development and learning, including understanding of the benefits of primary and secondary languages and bilingualism to learning. • Recognize the role personal bias plays in potential learning expectations for students in order to promote safe, positive, and supportive interactions and learning environments for all students. • Demonstrate knowledge of activities, approaches, and resources that encourage and support exploration and engagement and promote a positive disposition toward learning for all students. • Demonstrate understanding of the role of language and culture in learning, as well as how to modify instruction to support language acquisition to ensure that both language and instruction are accessible across the content areas.
Module 3: Constructivism in a Social Studies Classroom Writing Assignment	<ul style="list-style-type: none"> • Demonstrate knowledge of the Social Studies domain of the <i>Texas Prekindergarten Guidelines</i> and of the Texas Essential Knowledge and Skills (TEKS) for Social Studies (Kindergarten through Grade 5), as well as ways to scaffold and sequence skills and concepts to teach social studies to young children.
Module 4 Writing Assignment- Assessment in the Classroom	<ul style="list-style-type: none"> • Apply knowledge of ways to develop and select developmentally appropriate assessments and assessment strategies (e.g., use of TEA resources such as formative assessment banks), ensure that assessments are aligned to instructional objectives and outcomes, and use assessment results to inform instruction and measure student progress throughout the content areas.
Module 5 Teaching History Writing Assignment	<ul style="list-style-type: none"> • Demonstrate knowledge of the Social Studies domain of the <i>Texas Prekindergarten Guidelines</i> and of the Texas Essential Knowledge and Skills (TEKS) for Social Studies (Kindergarten through Grade 5), as

Assignment/Module/ Course Activities	Standard or Competency
	well as ways to scaffold and sequence skills and concepts to teach social studies to young children.
Module 6 Teaching Geography Assignment	<ul style="list-style-type: none"> Apply knowledge of developmentally appropriate strategies and activities for teaching major concepts and processes of geography, including features of students' immediate environment, characteristics of major human and physical features of Texas, and how people adapt and live in the physical environment.
Module 7 Teaching Civics Writing Assignment	<ul style="list-style-type: none"> Apply knowledge of developmentally appropriate strategies and activities for developing students' understanding of the purpose of government and the key concepts of the Declaration of Independence, the U.S. Constitution and the Bill of Rights, and the beliefs and ideals of a democratic republican form of government (e.g., the rule of law, equality, human dignity).
Module 8 Teaching Economics Writing Assignment	<ul style="list-style-type: none"> Apply knowledge of developmentally appropriate strategies and activities for teaching basic concepts of economics, including scarcity, opportunity costs, markets, factors of production, and trade, as well as how these concepts relate to everyday life.
C3 Lesson Plan Classroom Observation Grade Observation Reflection	<ul style="list-style-type: none"> Demonstrate knowledge of the Social Studies domain of the <i>Texas Prekindergarten Guidelines</i> and of the Texas Essential Knowledge and Skills (TEKS) for Social Studies (Kindergarten through Grade 5), as well as ways to scaffold and sequence skills and concepts to teach social studies to young children.
Comprehensive Unit Plan	<ul style="list-style-type: none"> Demonstrate knowledge of the Social Studies domain of the <i>Texas Prekindergarten Guidelines</i> and of the Texas Essential Knowledge and Skills (TEKS) for Social Studies (Kindergarten through Grade 5), as well as ways to scaffold and sequence skills and concepts to teach social studies to young children.

Pre-K Guidelines and K-6 TEKS

Grade Level	Standards
Pre-K	VII.A.1.

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

Grade Level	Standards
	<p>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 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>

Grade Level	Standards
	<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> <p>(A) identify purposes for having rules; and</p> <p>(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:</p> <p>(A) identify authority figures in the home, school, and community; and</p> <p>(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:</p> <p>(A) identify the United States flag and the Texas state flag;</p> <p>(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag; and</p> <p>(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:</p> <p>(A) describe and explain the importance of family traditions; and</p> <p>(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:</p> <p>(A) identify examples of technology used in the home and school;</p> <p>(B) describe how technology helps accomplish specific tasks and meet people's needs; and</p>

Grade Level	Standards
	<p>(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:</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>(14) Social studies skills. The student communicates in oral and visual forms. The student is expected to:</p> <p>(A) place events in chronological order;</p> <p>(B) use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow;</p> <p>(C) express ideas orally based on knowledge and experiences; and</p> <p>(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 and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>
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</p>

Grade Level	Standards
	<p>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 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>

Grade Level	Standards
	<p>(4) Geography. The student understands the purpose of geographic tools, including maps and globes. The student is expected to:</p> <ul style="list-style-type: none"> (A) create and use simple maps such as maps of the home, classroom, school, and community; and (B) locate and explore the community, Texas, and the United States on maps and globes. <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> <ul style="list-style-type: none"> (A) identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather; and (B) identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities. <p>(6) Economics. The student understands how families meet basic human needs. The student is expected to:</p> <ul style="list-style-type: none"> (A) describe ways that families meet basic human needs; and (B) describe similarities and differences in ways families meet basic human needs. <p>(7) Economics. The student understands the concepts of goods and services. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify examples of goods and services in the home, school, and community; (B) identify ways people exchange goods and services; and (C) identify the role of markets in the exchange of goods and services. <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> <ul style="list-style-type: none"> (A) identify examples of people wanting more than they can have; (B) explain why wanting more than they can have requires that people make choices; and (C) identify examples of choices families make when buying goods and services. <p>(9) Economics. The student understands the value of work. The student is expected to:</p> <ul style="list-style-type: none"> (A) describe the tools of various jobs and the characteristics of a job well performed; and (B) describe how various jobs contribute to the production of goods and services. <p>(10) Government. The student understands the purpose of rules and laws. The student is expected to:</p> <ul style="list-style-type: none"> (A) explain the purpose for rules and laws in the home, school, and community; and (B) identify rules and laws that establish order, provide security, and manage conflict. <p>(11) Government. The student understands the role of authority figures and public officials. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify the responsibilities of authority figures in the home, school, and community; and

Grade Level	Standards
	<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> <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>

Grade Level	Standards
	<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 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,</p>

Grade Level	Standards
	<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) 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> <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>

Grade Level	Standards
	<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> <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</p>

Grade Level	Standards
	<p>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> <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>

Grade Level	Standards
	<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 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</p>

Grade Level	Standards
	<p>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 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>

Grade Level	Standards
	<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> <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> <p>(A) explain how supply and demand affect the price of a good or service;</p> <p>(B) define and identify examples of scarcity;</p> <p>(C) explain how the cost of production and selling price affect profits; and</p> <p>(D) identify individuals, past and present, such as Henry Ford and Sam Walton who have started new businesses.</p> <p>(7) Government. The student understands the basic structure and functions of various levels of government. The student is expected to:</p> <p>(A) describe the basic structure of government in the local community, state, and nation;</p> <p>(B) identify local, state, and national government officials and explain how they are chosen; and</p> <p>(C) identify services commonly provided by local, state, and national governments.</p> <p>(8) Government. The student understands important ideas in historical documents at various levels of government. The student is expected to:</p> <p>(A) identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights; and</p> <p>(B) describe the concept of "consent of the governed. "</p> <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> <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>

Grade Level	Standards
	<p>(B) identify figures such as Helen Keller, Clara Barton, and Ruby Bridges who exemplify good citizenship;</p> <p>(C) identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting; and</p> <p>(D) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.</p> <p>(10) Culture. The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to:</p> <p>(A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities; and</p> <p>(B) compare ethnic and/or cultural celebrations in the local community with other communities.</p> <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> <p>(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</p> <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>

Grade Level	Standards
	<p>(C) apply the terms year, decade, and century to describe historical times; (D) express ideas orally based on knowledge and experiences; and (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	<hr/> <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 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</p>

Grade Level	Standards
	<p>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 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>

Grade Level	Standards
	<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> <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>

Grade Level	Standards
	<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> <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>

Grade Level	Standards
	<p>(10) Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:</p> <ul style="list-style-type: none"> (A) describe how the free enterprise system works, including supply and demand; (B) identify examples of the benefits of the free enterprise system such as choice and opportunity; and (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>(11) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify how people in different regions of Texas earn their living, past and present; (B) explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas; (C) identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas; and (D) explain how developments in transportation and communication have influenced economic activities in Texas. <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>

Grade Level	Standards
	<p>(A) identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll;</p> <p>(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;</p> <p>(C) explain the duty of the individual in state and local elections such as being informed and voting;</p> <p>(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</p> <p>(E) explain how to contact elected and appointed leaders in state and local governments.</p> <p>(16) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:</p> <p>(A) identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. 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>

Grade Level	Standards
	<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> <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,</p>

Grade Level	Standards
	<p>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, 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</p>

Grade Level	Standards
	<p>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 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>

Grade Level	Standards
	<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> <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>

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	<p>(A) explain the economic patterns of early European colonies; and (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; (B) describe how the free enterprise system works in the United States; and (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 (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> <p>(A) compare how people in different regions of the United States earn a living, past and present; (B) identify and explain how geographic factors have influenced the location of economic activities in the United States; (C) analyze the effects of immigration and migration on the economic development and growth of the United States; and (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 (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; (B) explain the purposes of the U.S. Constitution as identified in the Preamble; and (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>

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	<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> <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>

Grade Level	Standards
	<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> <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>

Grade Level	Standards
	<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>