



Course Syllabus: Teaching Social Studies in Elementary School

College of Education

EDUC-4303-101

Fall 2024

Contact Information

Instructor: **Mr. James (Tony) Mathison**

Physical Office Location: **308-A Bridwell Hall**

Virtual Office: **Available through Zoom**

Office Hours: Monday 9:45am- 10:00 am, Wednesday 9:45am-10:00am. (others available by appointment)

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Preferred Form of Communication: Email

Instructor Response Policy

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

**** Oct. 10th to Oct. 14th is an exception time window to this stated policy.**

Course Description

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

Course Objectives/Learning Outcomes/Course Competencies

1. **TEXES EC-6 Core Subjects Standard Competencies:**
 - a. **The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.**
 - b. **The social studies teacher effectively integrates the various social science disciplines.**
 - c. **The social studies teacher uses knowledge and skills of social studies, as defined by the Texas Essential Knowledge and Skills (TEKS), to plan and implement effective curriculum, instruction, assessment and evaluation.**
 - d. **The teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas and relationships**

between the past, the present and the future as defined by the Texas Essential Knowledge and Skills (TEKS).

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

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

Study Hours and Tutoring Assistance

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

Student Handbook

Refer to: Student Handbook: 2024-2025

Academic Misconduct Policy & Procedures

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

[Office of Student Conduct](#)

Grading/Assessment

Course Grade- List all graded assignments (for all certification courses at least one assessed performance-based assignment is required) with their point value and or percentage of total grade.

Letter Grade Scale indicate the overall points or % to letter grade scale for example 1270 to 1137=A.

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

Assignments	Points
Teaching Strategies that engage all students	575
Classroom Observation, Lesson Plan, and Reflection	275
Final Exam	150
Total Points	1000

Table 2: Total points for final grade.

Grade	Points
A	890-1000
B	790 to 889
C	690 to 789
D	590 to 689
F	Less than 500

Homework

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

Key Assessments

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

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

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

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

Students will explore the content areas necessary to teach social studies. They will first explore the techniques and strategies of teaching history. They will next explore the techniques and strategies of teaching geography, civics, economics, anthropology, and sociology. Students will write an original C3 lesson plan and be observed teaching the lesson assessed by the T-TESS rubric. ***The student must achieve a Developing or Above on all criteria- failure to achieve a Developing or above will result in teaching a mini-lesson that specifically addresses the deficit(s).***

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](#).

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](#).

Students with Disabilities: Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. Students must present appropriate verification from the University's Disability Support Services (DSS) Office during the instructor's office hours. Please note that instructors are not allowed to provide classroom accommodation(s) to a student until appropriate verification from DSS has been provided.

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.](#)"

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213

laura.hetrick@msutexas.edu

You may also file an online report 24/7 at [Report Form](#)

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.

Block A Schedule Fall 2024

- **8/26** Class @ MSU campus (BH 308-A) 8-10:00 am – Introductions and Course Structure. 10-11:30am – Lunch and Break 11:30-2:20 – Course Structure continue Field observation and other details.
- **8/28** School Tour and First 15 Days of Experience Unit Planning 8:30am - 11/11:30am - Kate Burgess Elementary School 11:30-12:30- Lunch 12:30-2:20pm - Unit Planning and other things @BH 308-B.
- **9/2** Holiday Labor Day.
- **9/4** Class @ MSU campus (BH 308-A) 8-9:45am – SS Methods 9:45- 10:00am – Conference Time 10-11:00am – Lunch 11-2:20pm – Math Methods.
- **9/9** Field 8:00-2:20pm.
- **9/11** Field 8:00-2:20pm.
- **9/16** Field 8:00-2:20pm.
- **9/18** Field 8:00-2:20pm.
- **9/23** Class @ MSU campus (BH 308-A) 8-9:45am – SS Methods 9:45- 10:00am – Conference Time 10-11:00am – Lunch 11-2:20pm – Math Methods.
- **9/25** Class @ MSU campus (BH 308-A) 8-9:45am – SS Methods 9:45- 10:00am – Conference Time 10-11:00am – Lunch 11-2:20pm – Math Methods.
- **9/30** Field (Math and SS Observations) 8:00-2:20pm.
- **10/2** Field (Math and SS Observations) 8:00-2:20pm.
- **10/7** TBA Preparation for parent-teacher conferences and Group projects Unit Planning.

- **10/9** Field (Math and SS Observations) 8:00-2:20pm.
- **10/14** Class @ MSU campus (BH 308-A) 8-9:45am – Unit Plan Work Time 10-11:00am – Lunch 11-2:20pm – Math Methods.
- **10/16** Class @ MSU campus (BH 308-A) 8-9:45am – SS Methods 9:45- 10:00am – Conference Time 10-11:00am – Lunch 11-2:20pm – Math Methods.
- **10/21** Class @ MSU campus (BH 308-A) 8-9:45am – SS Methods 9:45- 10:00am – Conference Time 10-11:00am – Lunch 11-2:20pm – Science Methods.
- **10/23** Class @ MSU campus (BH 308-A) 8-9:45am – SS Methods 9:45- 10:00am – Conference Time 10-11:00am – Lunch 11-2:20pm – Science Methods.
- **10/28** Field (Math and Science Observations) 8:00-2:20pm.
- **10/30** Field 8:00-2:20pm.
- **11/4** Class @ MSU campus (BH 308-A) 8-9:45am – SS Methods 9:45- 10:00am – Conference Time 10-11:00am – Lunch 11-2:20pm – Science Methods.
- **11/6** Field (SS Observations) 8:00-2:20pm.
- **11/11** Field (Science and SS Observations) 8:00-2:20pm.
- **11/13** Field (Science and SS Observations) 8:00-2:20pm.
- **11/18** Field (Science and SS Observations) 8:00-2:20pm
- **11/20** Field (Science Observations) 8:00-2:20pm.
- **11/25** Class @ MSU campus (BH 308-A) 8-9:45am – SS Methods 9:45- 10:00am – Conference Time 10-11:00am – Lunch 11-2:20pm – Science Methods.
- **11/27** Holiday!
- **12/2** Field (Last day) 8:00-2:20pm.

- **12/4** Class @ MSU campus (BH 308-B) 8-9:45am – SS Methods Wrap-up 9:45-10:00am – Conference Time 10-11:00am – Lunch 11-2:20pm – Science Methods Wrap-up.

- **12/9** Finals week.
- **12/11** Finals week.

**** The schedule is tentative and can change depending on the needs of the class and field experience at the school.**

References/Scientifically-Based Research/Additional Readings:

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

- Atzori, P. (1996). Discovering CyberAntarctic: A Conversation with Knowbotics Research. *CTHEORY*. Available at: <http://www.ctheory.com/>
- **Barzilai, S., Zohar, A. R., & Mor-Hagani, S. (2018). Promoting integration of multiple texts: A review of instructional approaches and practices. *Educational psychology review*, 30(3), 973-999.**
- Brown, J.S., Collins, A. & Duguid, S. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18(1), 32-42.
- Derry, S. (1992). Beyond symbolic processing: Expanding horizons in educational psychology. *Journal of Educational Psychology*, 413-418.
- Derry, S. (1996). Cognitive Schema Theory in the Constructivist Debate. In *Educational Psychologist*, 31(3/4), 163-174.
- Driver, R., Aasoko, H., Leach, J., Mortimer, E., Scott, P. (1994). Constructing scientific knowledge in the classroom. *Educational Researcher*, 23 (7), 5-12.
- **Dusenbury, L., & Weissberg, R. P. (2017). Social emotional learning in elementary school: Preparation for success. *The Education Digest*, 83(1), 36.**
- Ernest, P. (1995). The one and the many. In L. Steffe & J. Gale (Eds.). *Constructivism in education* (pp.459-486). New Jersey: Lawrence Erlbaum Associates, Inc.
- Fosnot, C. (1996). Constructivism: A Psychological theory of learning. In C. Fosnot (Ed.) *Constructivism: Theory, perspectives, and practice*, (pp.8-33). New York: Teachers College Press.
- **Graham, S., Kiuahara, S. A., & MacKay, M. (2020). The effects of writing on learning in science, social studies, and mathematics: A meta-analysis. *Review of Educational Research*, 90(2), 179-226.**
- **Grant, S. G., Swan, K., & Lee, J. (2017). *Inquiry-based practice in social studies education: Understanding the inquiry design model*. Taylor & Francis.**
- **Grant, S. G., & VanSledright, B. A. (2020). *Elementary social studies: Constructing a powerful approach to teaching and learning*. Routledge.**
- Gergen, K. (1995). Social construction and the educational process. In L. Steffe & J. Gale (Eds.). *Constructivism in education*, (pp.17-39). New Jersey: Lawrence Erlbaum Associates, Inc.
- Hanley, Susan (1994). On Constructivism. Available at: <http://www.inform.umd.edu/UMS+State/UMD-Projects/MCTP/Essays/Constructivism.txt>
- **Levstik, L. S., & Barton, K. C. (2018). *Researching history education: Theory, method, and context*. Routledge.**
- **Mohammed, S. H., & Kinyo, L. (2020). The role of constructivism in the enhancement of social studies education. *Journal of Critical Reviews*, 7(7), 249-256.**
- von Glasersfeld, E. (1996). Introduction: Aspects of constructivism. In C. Fosnot (Ed.), *Constructivism: Theory, perspectives, and practice*, (pp.3-7). New York: Teachers College Press.
- Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes* MA: Harvard University Press.
- Wilson, B. & Cole, P. (1991) A review of cognitive teaching models. *Educational Technology Research and Development*, 39(4), 47-64.

- Wilson, B. (1997). The postmodern paradigm. In C. R. Dills and A. Romiszowski (Eds.), *Instructional development paradigms*. Englewood Cliffs NJ: Educational Technology Publications. Also available at: <http://www.cudenver.edu/~bwilson/postmodern.html>

Research/Additional Reading

(This assignment is based on time available because this is a bonus-type opportunity for Social Studies)

[scientifically-based strategies that support teaching standards that supports “Critical Thinking” with students of all ages].

- Moss, David (2024). *The Rise, Fall, and Rebirth of Athenian Democracy*. Case Method Institute for Education and Democracy (the institution is part of Harvard Business School). Information about the program is available at: <https://www.hbs.edu/case-method-project/Pages/default.aspx>.
- If assigned, students are not required to buy or download the materials. The Instructor will provide a paper copy of the reading selection plus the discussion questions that complement the reading.
- The discussion strategies in both small group and whole group are the strategies that promote critical thinking opportunities.
- About 70,000 students and 3,000 teachers nationwide participated in this program during the 2023-24 school year.

Appendix A: Standards/Competencies

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
<p>Module 1 Learning Goal 1: The student understands the purpose of the social studies curriculum.</p>	<ul style="list-style-type: none"> • <i>The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.</i> <ul style="list-style-type: none"> ○ Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS). ○ Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills. ○ Understands and uses social studies terminology correctly. ○ Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and communities; sharing; following routines; working cooperatively in groups) ○ Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Selects and applies current technology as a tool for teaching and communicating social studies concepts. ○ Selects and uses effective instructional strategies, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Understands how to promote students' use of social science skills, vocabulary and research tools, including currently available technological tools. ○ Applies instruction that relates skills, concepts and ideas across different social science disciplines.

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
	<ul style="list-style-type: none"> ○ Provides and facilitates instruction that helps students make connections between knowledge and methods in the social sciences and in other content areas. ○ Uses a variety of formal and informal assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English-language learners and students with special needs ○ Understands and relates practical applications of social science issues and trends. ○ Creates maps and other graphics to represent geographic, political, historical, economic and cultural features, distributions and relationships. ○ Communicates the value of social studies education to students, parents/caregivers, colleagues and the community.
<p>Module 2 Learning Goal 1: The student will be able demonstrate and apply strategies to promote learning in all students.</p> <p>Module 2 Learning Goal 2: The student will be able to recognize personal bias and its impact on student learning.</p>	<ul style="list-style-type: none"> • <i>The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.</i> <ul style="list-style-type: none"> ○ Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS). ○ Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills. ○ Understands and uses social studies terminology correctly. ○ Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and communities; sharing; following routines; working cooperatively in groups) ○ Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences.

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

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
	<ul style="list-style-type: none"> ○ Demonstrates an understanding of relationships among cultures of people from various groups, including racial, ethnic and religious groups, in the United States and throughout the world (e.g., conflict and cooperation among cultures; factors that influence cultural change, such as improved communication, transportation and economic development). ○ Compares and analyzes similarities and differences in the ways various peoples at different times in history have lived and have met basic human needs, including the various roles of men, women, children and families in past and present cultures. ○ Compares similarities and differences among Native American groups in Texas, the United States and the Western Hemisphere before European colonization ○ Applies knowledge of the role of families in meeting basic human needs and how families and cultures develop and use customs, traditions and beliefs to define themselves. ○ Understands and applies the concept of diversity within unity. ○ Relates geographic and cultural information and ideas to information and ideas in other social sciences and other disciplines. ○ Formulates geographic and cultural research questions and uses appropriate procedures to reach supportable judgments and conclusions. ○ Demonstrates an understanding of research related to geography and culture and knows how social scientists in those fields locate, gather, organize, analyze and report information using standard research methodologies. ○ Demonstrates an understanding of the characteristics and uses of various primary and secondary sources (e.g., databases, maps, photographs, media services, the Internet, biographies, interviews, questionnaires, artifacts); utilizes information from a variety of sources to acquire social science information; answers social science questions; and evaluates information in relation to bias, propaganda, point of view and frame of reference.

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
	<ul style="list-style-type: none"> ○ Applies evaluative, problem-solving and decision-making skills to geographic and cultural information, ideas and issues by identifying problems, gathering information, listing and considering options, considering advantages and disadvantages, choosing and implementing solutions, and assessing the solutions' effectiveness. ○ Communicates and interprets geographic and cultural information in written, oral and visual form (e.g., maps and other graphics) and translates the information from one medium to another (e.g., written to visual, statistical to written or visual). ○ Analyzes geographic and cultural data using geographical tools and basic mathematical and statistical concepts and analytic methods. ○ Understands and analyzes the characteristics, distribution and migration of populations and the interactions between people and the physical environment, including the effects of those interactions on the development of Texas, the United States and the world. ○ Demonstrates knowledge of the institutions that exist in all societies and how the characteristics of those institutions may vary among societies. ○ Demonstrates an understanding of how people use oral tradition, stories, real and mythical heroes, music, paintings and sculpture to represent culture in communities in Texas, the United States and the world (e.g., importance of individual writers and artists to the cultural heritage of communities; significant examples of art, music and literature from various periods). ○ Understands the relationship between the arts and the times and societies in which they are produced, including how past and contemporary issues influence creative expressions, and identifies examples of art, music and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice and the passage of time. ○ Analyzes relationships among religion, philosophy and culture and their effect on ways of life in Texas, the United States and the world.

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
	<ul style="list-style-type: none"> ○ Understands and analyzes how changes in science and technology relate to political, economic, social and cultural issues and events.
<p>Module 3 Learning Goal 1: The student will lead their class to a deeper understanding of social studies concepts using various approaches.</p> <p>Module 3 Learning Goal 2: The student will be able scaffold and sequence concepts to teach social studies to elementary students.</p>	<ul style="list-style-type: none"> • <i>The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.</i> <ul style="list-style-type: none"> ○ Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS). ○ Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills. ○ Understands and uses social studies terminology correctly. ○ Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and communities; sharing; following routines; working cooperatively in groups) ○ Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Selects and applies current technology as a tool for teaching and communicating social studies concepts. ○ Selects and uses effective instructional strategies, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Understands how to promote students' use of social science skills, vocabulary and research tools, including currently available technological tools. ○ Applies instruction that relates skills, concepts and ideas across different social science disciplines. ○ Provides and facilitates instruction that helps students make connections between knowledge and methods in the social sciences and in other content areas. ○ Uses a variety of formal and informal assessments and knowledge of the Texas

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

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
	<p>technologies and materials to promote students' knowledge and skills in the social sciences.</p> <ul style="list-style-type: none"> ○ Selects and applies current technology as a tool for teaching and communicating social studies concepts. ○ Selects and uses effective instructional strategies, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Understands how to promote students' use of social science skills, vocabulary and research tools, including currently available technological tools. ○ Applies instruction that relates skills, concepts and ideas across different social science disciplines. ○ Provides and facilitates instruction that helps students make connections between knowledge and methods in the social sciences and in other content areas. ○ Uses a variety of formal and informal assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English-language learners and students with special needs ○ Understands and relates practical applications of social science issues and trends. ○ Creates maps and other graphics to represent geographic, political, historical, economic and cultural features, distributions and relationships. ○ Communicates the value of social studies education to students, parents/caregivers, colleagues and the community. <ul style="list-style-type: none"> • <i>The teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas and relationships between the past, the present and the future as defined by the Texas Essential Knowledge and Skills (TEKS).</i> <ul style="list-style-type: none"> ○ Demonstrates an understanding of historical points of reference in the history of Texas, the United States and the world (e.g., the Texas Revolution, the Republic of Texas and the annexation of Texas by the United States).

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

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

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

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

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
	<p><i>science, technology and society as defined by the Texas Essential Knowledge and Skills (TEKS).</i></p> <ul style="list-style-type: none"> ○ Analyzes and applies knowledge of key concepts in geography (e.g., location, distance, region, grid systems) and knows the locations and the human and physical characteristics (e.g., culture, diversity) of places and regions in Texas, the United States and the world. ○ Analyzes ways that location (absolute and relative) affects people, places and environments (e.g., the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils and timber). ○ Analyzes how geographic factors have influenced the settlement patterns, economic development, political relationships and historical and contemporary societies, including those of Texas, the United States and the world. ○ Demonstrates an understanding of physical processes (e.g., erosion, deposition, weathering; plate tectonics; sediment transfer; flows and exchanges of energy and matter in the atmosphere that produce weather and climate; weather patterns) and their effects on environmental patterns. ○ Analyzes how humans adapt to, use and modify the physical environment and how the physical characteristics of places and human modifications to the environment affect human activities and settlement patterns. ○ Demonstrates an understanding of the physical environmental characteristics of Texas, the United States and the world, past and present, and analyzes how humans have adapted to and modified the environment. ○ Examines how developments in science and technology affect the physical environment; the growth of economies and societies; and definitions of, access to and the use of physical and human resources. ○ Creates and interprets maps of places and regions that contain map elements, draws sketch maps that illustrate various places and regions, and uses the

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
	compass rose, grid system and symbols to locate places on maps and globes.
<p>Module 7 Learning Goal 1: The student will be able utilize appropriate strategies and activities to teach major concepts and processes in civics and government.</p>	<ul style="list-style-type: none"> • <i>The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.</i> <ul style="list-style-type: none"> ○ Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS). ○ Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills. ○ Understands and uses social studies terminology correctly. ○ Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and communities; sharing; following routines; working cooperatively in groups) ○ Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Selects and applies current technology as a tool for teaching and communicating social studies concepts. ○ Selects and uses effective instructional strategies, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Understands how to promote students' use of social science skills, vocabulary and research tools, including currently available technological tools. ○ Applies instruction that relates skills, concepts and ideas across different social science disciplines. ○ Provides and facilitates instruction that helps students make connections between knowledge and methods in the social sciences and in other content areas. ○ Uses a variety of formal and informal assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to

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

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
	<ul style="list-style-type: none"> ○ Understands the political processes in the United States and Texas and how the United States political system works. ○ Demonstrates knowledge of types of government (e.g., democratic, totalitarian, monarchical) and their respective levels of effectiveness in meeting citizens' needs (e.g., reasons for limiting the power of government, record of human rights abuses by limited and unlimited governments). ○ Understands the formal and informal processes of changing the United States and Texas Constitutions and the impact of changes on society. ○ Understands and promotes students' understanding of the impact of landmark Supreme Court cases. ○ Understands the components of the democratic process (e.g., voluntary individual participation, effective leadership, expression of different points of view, the selection of public officials) and their significance in a democratic society. ○ Understands the importance of effective leadership in a constitutional republic and identifies past and present leaders in state, local and national governments and their leadership qualities and contributions. ○ Demonstrates knowledge of important customs, symbols, landmarks and celebrations that represent American and Texan beliefs and principles and contribute to national unity. ○ Analyzes the relationships between individual rights, responsibilities and freedoms in democratic societies. ○ Applies knowledge of the rights and responsibilities of citizens and nonprofit and civic groups in Texas and the United States, past and present, and understands characteristics of good citizenship (e.g., community service) as exemplified by historical and contemporary figures. ○ Understands how the nature, rights and responsibilities of citizenship vary among societies.

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
<p>Module 8 Learning Goal 1: The student will be able utilize appropriate strategies and activities to teach major concepts in economics.</p>	<ul style="list-style-type: none"> • <i>The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.</i> <ul style="list-style-type: none"> ○ Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS). ○ Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills. ○ Understands and uses social studies terminology correctly. ○ Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and communities; sharing; following routines; working cooperatively in groups) ○ Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Selects and applies current technology as a tool for teaching and communicating social studies concepts. ○ Selects and uses effective instructional strategies, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Understands how to promote students' use of social science skills, vocabulary and research tools, including currently available technological tools. ○ Applies instruction that relates skills, concepts and ideas across different social science disciplines. ○ Provides and facilitates instruction that helps students make connections between knowledge and methods in the social sciences and in other content areas. ○ Uses a variety of formal and informal assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
	<p>strengths, needs and interests of all students, including English-language learners and students with special needs</p> <ul style="list-style-type: none"> ○ Understands and relates practical applications of social science issues and trends. ○ Creates maps and other graphics to represent geographic, political, historical, economic and cultural features, distributions and relationships. ○ Communicates the value of social studies education to students, parents/caregivers, colleagues and the community. <ul style="list-style-type: none"> • <i>The teacher understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute and consume goods and services.</i> <ul style="list-style-type: none"> ○ Compares and contrasts similarities and differences in how various peoples at different times in history have lived and met basic human needs, including the various roles of men, women, children and families in past and present cultures. ○ Understands and applies knowledge of basic economic concepts (e.g., economic system, goods and services, free enterprise, interdependence, needs and wants, scarcity, roles of producers and consumers, factors of production, specialization and trade, entrepreneurship); knows that basic human needs are met in many ways; and understands the value and importance of work and of spending, saving and budgeting money. ○ Demonstrates knowledge of the ways people organize economic systems and of the similarities and differences among various economic systems around the world. ○ Understands and applies the knowledge of the characteristics, benefits and development of the free-enterprise system in Texas and the United States and how businesses operate in the United States free-enterprise system (e.g., importance of morality and ethics in maintaining a functional free-enterprise system and the impact of past and present entrepreneurs). ○ Applies knowledge of the effects of supply and demand on consumers and producers in a free-enterprise system.

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
	<ul style="list-style-type: none"> ○ Demonstrates knowledge of patterns of work and economic activities in Texas and the United States, past and present, including the roles of consumers and producers, and the impact of geographic factors, immigration, migration, limited resources, mass production, specialization and division of labor, and American ideas about progress and equal opportunity. ○ Demonstrates knowledge of categories of economic activities, economic indicators and how a society's economic level is measured. ○ Understands the effects of government regulation and taxation on consumers, economic development and business planning. ○ Demonstrates an understanding of major events, trends and issues in economic history (e.g., factors leading societies to change from rural to urban or agrarian to industrial, economic reasons for exploration and colonization, economic forces leading to the Industrial Revolution, processes of economic development in different areas of the world, factors leading to the emergence of different patterns of economic activity in the various regions of the United States). ○ Analyzes the interdependence of the Texas economy with those of the United States and the world.
<p>Module 9 Learning Goal 1: The student will be able utilize appropriate strategies and activities to teach major concepts and processes in science, technology, and society.</p>	<ul style="list-style-type: none"> • <i>The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.</i> <ul style="list-style-type: none"> ○ Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS). ○ Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills. ○ Understands and uses social studies terminology correctly. ○ Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and

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

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
<p>Module 10 Learning Goal 1: The student will be able utilize appropriate strategies and activities to write, teach, and a reflect on an original elementary school lesson plan.</p>	<ul style="list-style-type: none"> • <i>The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.</i> <ul style="list-style-type: none"> ○ Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS). ○ Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills. ○ Understands and uses social studies terminology correctly. ○ Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and communities; sharing; following routines; working cooperatively in groups) ○ Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Selects and applies current technology as a tool for teaching and communicating social studies concepts. ○ Selects and uses effective instructional strategies, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Understands how to promote students' use of social science skills, vocabulary and research tools, including currently available technological tools. ○ Applies instruction that relates skills, concepts and ideas across different social science disciplines. ○ Provides and facilitates instruction that helps students make connections between knowledge and methods in the social sciences and in other content areas. ○ Uses a variety of formal and informal assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to

Course Objectives or Student Learning Outcomes	Standard, Competency, and Sub-Competency
	<p>help plan instruction that addresses the strengths, needs and interests of all students, including English-language learners and students with special needs</p> <ul style="list-style-type: none"> ○ Understands and relates practical applications of social science issues and trends. ○ Creates maps and other graphics to represent geographic, political, historical, economic and cultural features, distributions and relationships. ○ Communicates the value of social studies education to students, parents/caregivers, colleagues and the community
<p>Module 11 Learning Goal 1: The student will plan an instructional unit which demonstrates their knowledge and skills in the following areas: Learner Development, Learner Differences, Learning Environment, Content Knowledge , Application of Content, Assessment, Planning for Instruction, Instructional Strategies, and Professional Learning and Ethical Practice (West College of Education Handbook of Policies and Clinical Experiences; InTASC Standards).</p>	<ul style="list-style-type: none"> • <i>The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.</i> <ul style="list-style-type: none"> ○ Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS). ○ Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills. ○ Understands and uses social studies terminology correctly. ○ Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and communities; sharing; following routines; working cooperatively in groups) ○ Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Selects and applies current technology as a tool for teaching and communicating social studies concepts. ○ Selects and uses effective instructional strategies, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Understands how to promote students' use of social science skills, vocabulary and research tools, including currently available technological tools.

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

Appendix B:

Required assignment/standard alignment matrix

Assignment/Module/ Course Activities	Standard or Competency
Module 1 Constructed Response Assignment	<ul style="list-style-type: none"> • <i>The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.</i> <ul style="list-style-type: none"> ○ Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS). ○ Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills. ○ Understands and uses social studies terminology correctly. ○ Understands the implications of stages of student growth and development for designing and implementing

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

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

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

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

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

Assignment/Module/ Course Activities	Standard or Competency
Module 5 Constructed Response Assignment	<ul style="list-style-type: none"> • <i>The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.</i> <ul style="list-style-type: none"> ○ Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS). ○ Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills. ○ Understands and uses social studies terminology correctly. ○ Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and communities; sharing; following routines; working cooperatively in groups) ○ Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Selects and applies current technology as a tool for teaching and communicating social studies concepts. ○ Selects and uses effective instructional strategies, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Understands how to promote students' use of social science skills, vocabulary and research tools, including currently available technological tools. ○ Applies instruction that relates skills, concepts and ideas across different social science disciplines. ○ Provides and facilitates instruction that helps students make connections between knowledge and methods in the social sciences and in other content areas. ○ Uses a variety of formal and informal assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English-language learners and students with special needs ○ Understands and relates practical applications of social science issues and trends.

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

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

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

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

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

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

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

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

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

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

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

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

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

Pre-K Guidelines and K-6 TEKS

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

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

Grade Level	Standards
	<p>learning. As a result, Kindergarten Texas essential knowledge and skills include standards related to this patriotic observance.</p> <p>(8) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.</p> <p>(b) Knowledge and skills.</p> <p>(1) History. The student understands that holidays are celebrations of special events. The student is expected to:</p> <p>(A) identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day; and</p> <p>(B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.</p> <p>(2) History. The student understands how historical figures helped shape the state and nation. The student is expected to identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation.</p> <p>(3) Geography. The student understands the concept of location. The student is expected to:</p> <p>(A) use spatial terms, including over, under, near, far, left, and right, to describe relative location;</p> <p>(B) locate places on the school campus and describe their relative locations; and</p> <p>(C) identify and use geographic tools that aid in determining location, including maps and globes.</p> <p>(4) Geography. The student understands physical and human characteristics of place to better understand self, home, family, classroom, and the world around them. The student is expected to:</p> <p>(A) identify the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather; and</p> <p>(B) identify how geographic location influences human characteristics of place such as shelter, clothing, food, and activities.</p> <p>(5) Economics. The student understands the difference between human needs and wants and how they are met. The student is expected to:</p> <p>(A) identify basic human needs of food, clothing, and shelter;</p> <p>(B) explain the difference between needs and wants; and</p> <p>(C) explain how basic human needs and wants can be met.</p> <p>(6) Economics. The student understands the value of jobs. The student is expected to:</p> <p>(A) identify jobs in the home, school, and community; and</p> <p>(B) explain why people have jobs.</p> <p>(7) Government. The student understands the purpose of rules. The student is expected to:</p> <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>

Grade Level	Standards
	<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> <ul style="list-style-type: none"> (A) describe and explain the importance of family traditions; and (B) compare traditions among families. <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> <ul style="list-style-type: none"> (A) identify examples of technology used in the home and school; (B) describe how technology helps accomplish specific tasks and meet people's needs; and (C) describe how his or her life might be different without modern technology. <p>(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> <ul style="list-style-type: none"> (A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance; and (B) sequence and categorize information. <p>(14) Social studies skills. The student communicates in oral and visual forms. The student is expected to:</p> <ul style="list-style-type: none"> (A) place events in chronological order; (B) use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow; (C) express ideas orally based on knowledge and experiences; and (D) create and interpret visuals, including pictures and maps. <p>(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 and critical-thinking skills are taught together.</p>

Grade Level	Standards
	<p>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> <p>(4) Geography. The student understands the purpose of geographic tools, including maps and globes. The student is expected to:</p> <p>(A) create and use simple maps such as maps of the home, classroom, school, and community; and</p> <p>(B) locate and explore the community, Texas, and the United States on maps and globes.</p> <p>(5) Geography. The student understands physical and human characteristics of place to better understand their community and the world around them. The student is expected to:</p> <p>(A) identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather; and</p> <p>(B) identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities.</p> <p>(6) Economics. The student understands how families meet basic human needs. The student is expected to:</p>

Grade Level	Standards
	<p>(A) describe ways that families meet basic human needs; and (B) describe similarities and differences in ways families meet basic human needs.</p> <p>(7) Economics. The student understands the concepts of goods and services. The student is expected to:</p> <p>(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> <p>(8) Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:</p> <p>(A) identify examples of people wanting more than they can have; (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> <p>(9) Economics. The student understands the value of work. The student is expected to:</p> <p>(A) describe the tools of various jobs and the characteristics of a job well performed; and (B) describe how various jobs contribute to the production of goods and services.</p> <p>(10) Government. The student understands the purpose of rules and laws. The student is expected to:</p> <p>(A) explain the purpose for rules and laws in the home, school, and community; and (B) identify rules and laws that establish order, provide security, and manage conflict.</p> <p>(11) Government. The student understands the role of authority figures and public officials. The student is expected to:</p> <p>(A) identify the responsibilities of authority figures in the home, school, and community; and (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 (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; (B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag; (C) identify anthems and mottoes of Texas and the United States; (D) explain and practice voting as a way of making choices and decisions; and (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 (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>

Grade Level	Standards
	<p>(A) describe how technology has affected the ways families live; (B) describe how technology has affected communication, transportation, and recreation; and (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: (A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance; and (B) sequence and categorize information.</p> <p>(17) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to: (A) use a simple timeline to distinguish among past, present, and future; (B) use a calendar to describe and measure time in days, weeks, months, and years; (C) express ideas orally based on knowledge and experiences; (D) create and interpret visual and written material; and (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</p>

Grade Level	Standards
	<p>the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).</p> <p>(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.</p> <p>(7) Students must demonstrate learning performance related to any federal and state mandates regarding classroom instruction. Although Grade 2 is not required to participate in Celebrate Freedom Week, according to the TEC, §29.907, primary grades lay the foundation for subsequent learning. As a result, Grade 2 Texas essential knowledge and skills include standards related to this patriotic observance.</p> <p>(8) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.</p> <p>(b) Knowledge and skills.</p> <p>(1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:</p> <p>(A) explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving; and</p> <p>(B) identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings.</p> <p>(2) History. The student understands how historical figures helped shape the community, state, and nation. The student is expected to:</p> <p>(A) identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation; and</p> <p>(B) describe how people and events have influenced local community history.</p> <p>(3) Geography. The student uses simple geographic tools, including maps and globes. The student is expected to:</p> <p>(A) identify and use information on maps and globes using basic map elements such as title, cardinal directions, and legend; and</p> <p>(B) create maps to show places and routes within the home, school, and community.</p> <p>(4) Geography. The student understands the location of places in their community, state, country, and the world. The student is expected to:</p> <p>(A) identify major landforms and bodies of water, including each of the seven continents and each of the oceans, on maps and globes; and</p> <p>(B) locate places, including the local community, Texas, the United States, the state capital, the U.S. capital, and the bordering countries of Canada and Mexico on maps and globes.</p> <p>(5) Geography. The student understands how humans use and modify the physical environment. The student is expected to:</p> <p>(A) identify ways in which people have modified the physical environment such as clearing land, building roads, using land for agriculture, and drilling for oil;</p> <p>(B) identify consequences of human modification of the physical environment; and</p> <p>(C) identify ways people can conserve and replenish Earth's resources.</p> <p>(6) Economics. The student understands the value of work. The student is expected to:</p> <p>(A) explain how work provides income to purchase goods and services; and</p> <p>(B) explain the choices people can make about earning, spending, and saving money.</p> <p>(7) Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:</p>

Grade Level	Standards
	<p>(A) distinguish between producing and consuming; (B) identify ways in which people are both producers and consumers; and (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: (A) identify functions of governments such as establishing order, providing security, and managing conflict; and (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: (A) name current public officials, including mayor, governor, and president; (B) compare the roles of public officials, including mayor, governor, and president; (C) identify ways that public officials are selected, including election and appointment to office; and (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: (A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting; (B) identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth; and (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: (A) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag; (B) sing, recite, or identify selected patriotic songs, including "The Star-Spangled Banner" and "America the Beautiful"; (C) identify symbols such as state and national birds and flowers and Uncle Sam; and (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: (A) identify the significance of various ethnic and/or cultural celebrations; and (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: (A) describe how science and technology have affected communication, transportation, and recreation; and (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>

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

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	<p>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 how individuals, events, and ideas have influenced the history of various communities. The student is expected to:</p> <p>(A) describe how individuals, events, and ideas have changed communities, past and present;</p> <p>(B) identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities; and</p> <p>(C) describe how individuals, including Daniel Boone and the Founding Fathers have contributed to the expansion of existing communities or to the creation of new communities.</p> <p>(2) History. The student understands common characteristics of communities, past and present. The student is expected to:</p> <p>(A) identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being; and</p> <p>(B) compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation.</p> <p>(3) Geography. The student understands how humans adapt to and/or modify the physical environment. The student is expected to:</p> <p>(A) describe similarities and differences in the physical environment, including climate, landforms, natural resources, and natural hazards;</p> <p>(B) identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains; and</p>

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	<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> <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>

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	<p>(11) Culture. The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four Chaplains; and (B) identify and describe the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes. <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> <ul style="list-style-type: none"> (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 (B) describe the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities. <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> <ul style="list-style-type: none"> (A) gather information, including historical and current events and geographic data, about the community using a variety of resources; (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 (C) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps. <p>(15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <ul style="list-style-type: none"> (A) use social studies terminology correctly; (B) create and interpret timelines; (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>(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>