



MIDWESTERN STATE UNIVERSITY
A Member of the Texas Tech University System
Course Syllabus: Teaching Social Studies Methods in Elementary School
Gordon T. & Ellen West College of Education
EDUC 4403-201 - Fall 2025

Contact Information

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Instructor Response Policy

The best way to contact me is through email, however, you will also be a part of a Group Text App. I will answer all emails and texts within 24 to 48 hours (1-2 business days). Any emails or texts received during weekends will receive a response the following Monday. There will be constant communication throughout the semester. good for contacting me, however you will also be a part of class Group Text App. This will provide more flexibility in communication. I will try my best to answer all emails and texts within 24 hours, however you will definitely get a response within 48 hours (2 business days). Any emails or texts received during weekends will not receive a response till the following Monday.

Textbook & Instructional Materials

- Open educational resources provided throughout the semester.

Course Description

This field-based courses focus social studies in the EC-3 classroom setting, 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

Required Technology

All students must have Internet access and the following technology applications: Google docs and Word Processing software

Course Objectives

1. Learners are able to describe learning and thinking in elementary and middle social studies.
2. Learners will be able to develop curriculum and use effective instructional planning skills.
3. Learners will be able to develop appropriate assessment tools to assess students learning.
4. Learners will be able to use assessment data to design appropriate learning activities.
5. Learners will be able to develop lesson plans that involve students in an active learning environment.
6. Learners will be able to develop and implement effective teaching strategies.
7. Learners will be able to develop lesson plans/units that incorporate national standards social studies and technology applications.
8. Learners will be able to develop lesson plans/units that incorporate state standards in social studies and technology applications.
9. Learners will be able to develop and implement learning environments that utilize various teaching/learning strategies.
10. Learners will be able to develop learning activities that involve the infusion of technology.

See Appendix A for a complete list of standards, competencies, and other expectations.

Important Course Information

Expectations for written work:

Correct grammar, punctuation, and spelling are expected on all written assignments (web discussions are not held to the high standard of a research project or other written assignment).

Written assignments should be:

- Done in Microsoft Word and turned in as an attachment in dropbox on D2L or
- Converted to a PDF and turned in as an attachment in dropbox on D2L.
- Discussions (if applicable) should be completed within the D2L discussion space and NOT uploaded as an attachment.

Assignments

There **will be written assignments and technology assignments in this course that will** build your understanding of thinking about how **students** assimilate social studies and also prepare you to become aware of research-based practices in teaching social studies especially understanding equity in a social studies classroom. Details for each **assignment** will be provided in class and also available on D2L. Integration of technology needs to be purposeful and intentional in teaching of social studies. During the semester, you will be exposed to numerous technologies and also have opportunities to demonstrate your understanding of integrating technology. The assignments will provide variety and space to express your understanding in different ways. Details about the assignment along with rubrics will be shared in class.

Quizzes

There may be quizzes with varying grade points in this course that align with the materials discussed. Quizzes will consist of multiple choice and open-ended questions. Quiz details as well as a rubric for open-ended questions will be provided.

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.*

Mid-Term and Final Exam

There is no Mid-Term exam. You will have a final exam and paperwork to be submitted to TK20 as a key assessment. You cannot pass this class without submission of your key assessment requirements.

Presentation/Mini-Teaching

Students will be required to give presentations during the course to provide you with a space to practice teaching as well as receive peer and instructor feedback. These may vary from individual presentations to group presentations. These opportunities will provide students with different pedagogies in teaching. Details about the expectations, rubric, and implementation will be provided in class and also available on D2L.

Lesson Planning

Teacher candidates must demonstrate the ability to plan, assess, and implement instruction. This begins in the Foundational block where the teacher candidates create and write lessons for effective teaching. Teacher candidates are required to develop lesson plans. The specific format can be adapted, but should always include the objectives (TEKS), procedures, materials/resources, and assessment. Student engagement is a key element in a good lesson with a goal of student learning/success is the ultimate goal.

Candidates must form an assessment strategy to determine the extent to which students are able to master learning objectives. Candidates also describes the instructional delivery method addressing the following step-by-step procedures:

1. Questions and concerns listed in the directions given to you by your instructor
2. Setting purposes ("Today we will be...I want you to...because you will...")
3. Method(s) for engaging students in the lesson
4. Any questions asked during the lesson should be in bold
5. Higher order thinking reflected in questions
6. Instructional Strategies: Modeling, Discussion, "Hands-on", Inquiry, etc.
7. Grouping: when and how
8. Instruction that addresses learners' needs (ELLs, Special Education, 504, Gifted, Struggling Learner)
9. Closure

After teaching the lesson, candidates are then required to reflect on the lesson delivery, appropriateness of instructional strategies, impact for future planning, and opportunities for collaboration with mentor teacher. The skills acquired during lesson planning provides the foundation and are also built upon for unit planning and other key assessments.

Late Work

25% off per day per assignment (including Saturday and Sunday). So, if the assignment is worth 100 points, the maximum score is 75 for submission one day late, 50 for submission two days, 25

for submission three days late, and zero on the 4th late day. *Late work will not be accepted for discussion boards or quizzes!* If there is an issue, contact me **BEFORE** the assignment is due (at least 24 to 48 hours before the assignment is due). Time shown on D2L, or email will be used.

Please note: *Even though this is a face-to-face class, this class requires you to have access to a computer (with Internet access) to check for class news updates, materials, instructions, resources and upload your assignments in D2L.* Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with D2L 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. *It is your responsibility to have (or have access to) a working computer in this class. **Assignments are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time for submission.***

Extra Credit

Extra Credit opportunities may be given and will depend on the flow and needs of the class.

Make Up Work/Tests

There will be no make-up or resubmissions allowed on assignments, quizzes, discussion boards, or any other activity in class.

Important Dates

Last day for term schedule changes: 1/24/2025

Deadline to file for graduation: May Graduation 2/17/2025

Last Day to drop with a grade of "W:" 4/30/2025 by 4 PM

Refer to: Drops, Withdrawals & Void

Refer to the Academic calendar for more details

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program and Pearson MyLab is a part of this course. Each student is expected to be familiar with D2L 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. *Again, if you experience difficulties, please contact the technicians listed for the program or contact your instructor. **Do not wait till the last minute to submit the assignment. Delays or sending through email will be counted late!***

Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ***Again, your computer being down is not an excuse for missing a deadline!!*** There are many places to access your class! 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.

Attendance

Absence Policy - Professional teachers 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 absence. If a candidate is taking 'block' 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.*

After an absence from the course, it is imperative that a student schedule an appointment with the course instructor to discuss attendance. Failure to schedule and attend a conference will result in the loss of classroom participation and disposition points and also in the overall grade being lowered by one letter. It is the candidate's responsibility to make up any missed work. It is also expected that you will complete all course field experience hours in a professional manner.

Professional conduct is expected when observing or participating in school settings (e.g., dressing appropriately, arriving on time, remaining for the entire pre-arranged time, not canceling, and demonstrating respect in all interactions with young people, parents, teachers, and staff).

If you must miss your field experience for any reason, you are expected to contact the school and the teacher you are working with before school begins for the day. You must also contact the course instructor by e-mail or text to let me know you will not be present and arrange a time with me when we can discuss the most appropriate way to make up that absence. Excessive tardiness can be defined as an absence and subject to the absentee policy.

Three instances of tardy arrival will be counted as one absence.

In the event that a class member is absent, for whatever reason, that individual assumes responsibility for contacting the instructor to account for missed work and to turn in work. **It is impossible to provide a summary of all that takes place during any given class via email.** If a student is going to be absent, they have the responsibility to contact the instructor to turn in assignments and obtain copies of any handouts from the missed class. Tentative assignment due dates are listed on the course schedule. While the actual due dates may vary due to the flow of the class, all assignment due dates will be finalized and announced in class well in advance of the specific date. Late work, unless arrangements are made by the student and approved **in advance** by the instructor, **will not be accepted for full credit.**

Class Participation

Students should participate in all the activities of this course. It is important that students meet all the deadlines as posted. In the case of any emergency situation (like death or illness in family, etc.) it is important that the student should report the same to the professor in a timely manner. It is your course, and the primary intention should be to reach the goals and acquire proficiency in the topics discussed in the course. Generally, students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential.

Excessive tardiness or absence (as determined by the professor), disruptive attitude, or failure to consistently meet class requirements might result in instructor-drop, if required. Being repeatedly late for class will also result in a grade reduction regardless of other marks. Tardiness will result

in loss of classroom disposition points and three instances of tardy arrival will be counted as one absence.

Each student brings a unique perspective and life experience to the learning environment and is expected to participate actively and thoughtfully by making pertinent contributions. All students are expected to read assignments and be prepared to discuss them. Note that you are provided with focus questions that are designed to structure your reading of the assigned texts. Moreover, the course instructor may assign additional readings. *Participating in class discussions and following expectations is a part of your grade.* Please come to class with questions or issues from the reading that you found central or worthy of further exploration. Students may also be asked to do activities and exercises related to the assigned readings or to lead discussions on a topic or reading. You will have many opportunities to participate in class and on D2L. These opportunities are a very important part of this course.

Instructor Classroom Policies

Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction—this includes but is not limited to pagers and cell phones. In the classroom or during virtual meetings, cell phones need to be put away so that they do not disrupt the learning environment for you and others. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the student may receive an instructor drop with an "F" for the course.

Any student who misses class (for any reason) remains responsible for contacting other students to obtain class materials. In the event that a class member is absent, for whatever reason, that individual assumes responsibility for contacting the instructor to account for missed work and to turn in work. It is impossible to provide a summary of all that takes place during any given class via email. If a student is going to be absent, they have the responsibility to contact the instructor to turn in assignments and obtain copies of any handouts from the missed class. Tentative assignment due dates are listed on the course schedule. While the actual due dates may vary due to the flow of the class, all assignment due dates will be finalized and announced in class well in advance of the specific date. ***Late work, unless arrangements are made by the student and approved in advance by the instructor, will not be accepted for full credit.***

As previously mentioned, 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 individuals to whom credit is given) will not be considered. I use Turnitin for the written assignments and D2L directly syncs with it (you do not have to do anything). You will be able to see the plagiarism percentage and are welcome to make changes and resubmit **BEFORE** the due date. Any plagiarism of 30% and above is too much and the assignment will not be graded, given a zero, and no make-up allowed.

Other Expectations

As a part of your preparation for becoming a teacher, you are expected to begin acting in a professional manner – starting today. This includes, but is not limited to:

Internship Experience – Throughout your internship experience, ask your mentor teacher to provide you with constructive feedback regarding your classroom presence, interactions with students and lessons that you present to the students. Use this information to make necessary improvements during the time that remains in the schedule. Always conduct yourself in a professional manner.

Participation – It is not enough to just “show up.” In other words, you cannot just sit there and breathe. You need to be prepared to discuss the readings that are assigned, contribute appropriately, and encourage the participation of your peers.

Preparation – Complete all assignments on time. Written assignments (whether submitted online or in class) will be discounted by 25% for each late day. Complete readings assigned prior to class in order to be able to participate in class discussions and activities.

Classroom Observation - 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).

Attitude – Demonstrate the following dispositions that are essential for learning:

- Curiosity (ask questions, look for additional answers, probe, reflect)
- Flexibility (take alternate points of view, be open-minded)
- Organization (plan ahead – literally, GET A PLANNER!)
- Patience (take time to reason, be persistent in efforts)
- Risk-taking (try things beyond your current repertoire)
- Passion (invest in ideas, processes, products, and most of all – other people)

Be aware that your attitude is conveyed to others by body language, conversation, neatness, completeness of work, willingness to assist and contribute and many other ways. A sense of humor and the ability to be flexible are crucial – not just in this class but from now on – that is the nature of the classroom.

Respect – Be considerate of others. Do not talk while others are talking; do not use foul language; behave in an ethical manner. This is particularly important considering our classroom location - we are guests in the Wichita Falls school district and should behave as such.

Professional Development – Remember that teaching requires a commitment to continual learning. You will be asked to complete several “chores” as the semester rolls along and the points earned for dispositions are affected by those “chores.” Timely completion of tasks (or “chores”) is an indication of your “fitness” to this profession.

AI / Chat GPT

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong

competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism.

You may type a question into ChatGPT, you may not exactly copy and paste its response, and turn it in as your own. If you use ChatGPT, you must disclose this somewhere in your assignment. If you use ChatGPT or any AI, please use it in ways that are ethical, accurate, and useful.

Grading/Assessment

Table 1: Points allocated to each assignment.

Assignments	Grade Points
Technology Assignments	100 points
Lesson Plan & Reflection	150 points
Classroom Observation	25 points
Written Assignments	200 points
Quizzes & In Class Presentation	175 points
Attendance, Professionalism, Disposition, Class Participation	150 points
Final Exam	200 points
TOTAL	1000 points

Table 2: Total points for final grade.

Grade	Points
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Below 59%

MSU Texas Policies and Procedures:

Student Handbook

Refer to: 2024-2025 Student Handbook

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 individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. **Refer to:** Office of Student Conduct

Study Hours and Tutoring Assistance

The TASP offers a schedule of selected subjects tutoring assistance. Please contact the TASP, (940)397-4684, or visit the TLC homepage for more information. Tutoring & Academics Supports Programs

Instructor Drop

As per the College policies, an instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. Instructor will give the student a verbal or written warning prior to dropping the student from the class. The instructor-drop takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of this semester. After this period, the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

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 on the [Sexual Misconduct Report Form](#).

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit the [MSU Sexual Misconduct Resource Page](#).

Change of Schedule

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

Refund and Repayment Policy

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

Inclement Weather

In the case of campus closure due to inclement weather, key decision-makers will monitor weather projections and communicate with local news agencies and WFISD leadership to make a delay or cancellation decision. The timeline is as follows:

Event	Time	Day	Decision
Inclement weather occurs during regular work/class day	3:30 PM	Day of inclement weather	Cancel classes/events after 5 PM
Overnight inclement weather expected	8 PM	Day before inclement weather	Close campus or delay opening
Delay called the day before but change to closure due to the extent of weather impact	6:15 AM	Day of delay	Close campus
No cancellation or delay decision made the night before	5:30 AM	Day after no decision made the night before	Close campus or delay opening

Delay/closure times are as follows:

- MWF class day: Delay to either 10 AM or 11 AM; all classes prior to opening do not meet.
- Tu/Th class day: Delay to 11 AM; all classes prior to opening do not meet
- Saturday or Sunday: Delay to either 10 AM or 11 AM; classes may start after campus is open.

Notification processes - Notification occurs through official campus channels and in communication with the local news networks. MSU channels include MSU Alert, MSU Safety app, Postmaster, and website headers. MSU Police and the Office of Marketing and Public Information. Information for all channels can be found at [MSU Ready](#).

Activity	Recommendation
Face-to-face or hybrid courses	Indicate in a syllabus statement whether the course will shift to fully online in inclement weather. A shift to online is not required, but is permitted as long as you describe your inclement weather practices in class and in your syllabus.
Online courses	Fully online courses will continue as scheduled, but please contact the professor if you are unable to complete assignments due to issues created from inclement weather.
Graded assessments	If assessment deadlines coincide with the closure dates, Academic Affairs recommends delaying the deadline until after the campus reopens. A syllabus statement should state if deadlines will stand during closure.

Online Computer Requirements

As mentioned above, it is your responsibility to have (or have access to) a working computer in this class. *Assignments are due by the due date, and personal computer technical difficulties will not be considered a 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!

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 an 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.

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 Rules and Policies](#).

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. 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.

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.](#)"

COVID

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University

Refer to: [MSU Catalog](#)

Course Schedule

Week #	Mon/Wed Dates	Monday	Wednesday	Social Studies Assignments See instructions for Due Dates*
1	1/20 & 1/22	Holiday	Class @ MSU	Student Info Survey Syllabus Quiz Introduction Assignment
2	1/27 & 1/29	Class @ MSU	Class @ MSU	In Class Activities - Assessment in Social Studies Assignment Discussion Board
3	2/3 & 2/5	Field	Field	Vertical Alignment Assignment
4	2/10 & 2/12	Class @ MSU	Field	In Class Activities and Discussion Board
5	2/17 & 2/19	Class @ MSU	Field	SS TEKS Based Lesson – Technology Assignment
6	2/24 & 2/26	Class @ MSU	Field (Social Studies Observations)	No Assignment Due Work on Lesson Plan for Observation
7	3/3 & 3/5	Field (Social Studies Observations)	Field (Social Studies Observations)	Lesson Plans and Reflections
8	3/10 & 3/12	SPRING BREAK	SPRING BREAK	Spring Break
9	3/17 & 3/19	Class @ MSU	Field	In Class Activities Comic Strip Assignment
10	3/24 & 3/26	Class @ MSU	Field (Science Observations)	Quiz Comic Strip Assignment –Extension Activity Job Fair – Extra Credit
11	3/31 & 4/2	Class @ MSU	Field (Science Observations)	In Class Activities Discussion Board
12	4/7 & 4/9	Class @ MSU	Field (Science Observations)	Technology Assignment – Virtual Field Trips
13	4/14 & 4/16	Field (Math Observations)	Field (Math Observations)	In Class Activities Discussion Board
14	4/21 & 4/23	Class @ MSU	Field (Math Observations)	Visuals Assignment Resume Assignment
15	4/28 & 4/30	Field	Field	TK20 Submissions: Observation Scoring Sheet Lesson Plan Reflection
16	5/5 & 5/7	Class @ MSU	Class @ MSU	In Class: Final Presentation Reflection & Feedback
17		Finals Week 5/12 to 5/16/2025		

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

All social studies certification candidates should get a minimum of 20 field hours in their social studies methods course.

References/Scientifically-Based Research/Additional Readings:

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

- Atzori, P. (1996). Discovering Cyber-Antarctic: A Conversation with Know-botics 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.
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Appendix A: Standards/Competencies/Course Objectives

WCOE Standards

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

1. **Learner Development** - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
2. **Learning Differences** - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. **Learning Environment** - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. **Content Knowledge** - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. **Application of Content** - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. **Assessment** - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. **Planning for Instruction** - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. **Instructional Strategies** - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. **Professional Learning and Ethical Practice** - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. **Leadership and Collaboration** - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues,

other school professionals, and community members to ensure learner growth, and to advance the profession.

Course Objectives

1. Learners are able to describe learning and thinking in elementary and middle social studies.
2. Learners will be able to develop curriculum and use effective instructional planning skills.
3. Learners will be able to develop appropriate assessment tools to assess students learning.
4. Learners will be able to use assessment data to design appropriate learning activities.
5. Learners will be able to develop lesson plans that involve students in an active learning environment.
6. Learners will be able to develop and implement effective teaching strategies.
7. Learners will be able to develop lesson plans/units that incorporate national standards in social studies and technology applications.
8. Learners will be able to develop lesson plans/units that incorporate state standards in social studies and technology applications.
9. Learners will be able to develop and implement learning environments that utilize various teaching/learning strategies.
10. Learners will be able to develop learning activities that involve the infusion of technology.

Course Objectives – Student Learning Outcomes Standard, Competency, and Subcompetency

Module 1 Learning Goal 1: The student understands the purpose of the social studies curriculum.

- *The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.*
 - 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.

Module 2 Learning Goal 1: The student will be able demonstrate and apply strategies to promote learning in all students.

Module 2 Learning Goal 2: The student will be able to recognize personal bias and its impact on student learning.

- *The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.*
 - 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.
- 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.
 - Analyzes the effects of race, gender, socioeconomic class, status and stratification on ways of life in Texas, the United States and the world.
 - Identifies, explains and compares various ethnic and/or cultural customs, celebrations and traditions.
 - Demonstrates an understanding of relationships among cultures of people from various groups, including racial, ethnic and religious groups, in the United States and throughout the world (e.g., conflict and cooperation among cultures; factors that influence cultural change, such as improved communication, transportation and economic development).
 - Compares and analyzes similarities and differences in the ways various peoples at different times in history have lived and have met basic human needs, including the various roles of men, women, children and families in past and present cultures.
 - Compares similarities and differences among Native American groups in Texas, the United States and the Western Hemisphere before European colonization
 - Applies knowledge of the role of families in meeting basic human needs and how families and cultures develop and use customs, traditions and beliefs to define themselves.
 - Understands and applies the concept of diversity within unity.
 - Relates geographic and cultural information and ideas to information and ideas in other social sciences and other disciplines.
 - Formulates geographic and cultural research questions and uses appropriate procedures to reach supportable judgments and conclusions.
 - Demonstrates an understanding of research related to geography and culture and knows how social scientists in those fields locate, gather, organize, analyze and report information using standard research methodologies.
 - Demonstrates an understanding of the characteristics and uses of various primary and secondary sources (e.g., databases, maps, photographs, media services, the Internet, biographies, interviews, questionnaires, artifacts); utilizes information from a variety of sources to acquire social science information; answers social science questions; and evaluates information in relation to bias, propaganda, point of view and frame of reference.

- Applies evaluative, problem-solving and decision-making skills to geographic and cultural information, ideas and issues by identifying problems, gathering information, listing and considering options, considering advantages and disadvantages, choosing and implementing solutions, and assessing the solutions' effectiveness.
- Communicates and interprets geographic and cultural information in written, oral and visual form (e.g., maps and other graphics) and translates the information from one medium to another (e.g., written to visual, statistical to written or visual).
- Analyzes geographic and cultural data using geographical tools and basic mathematical and statistical concepts and analytic methods.
- Understands and analyzes the characteristics, distribution and migration of populations and the interactions between people and the physical environment, including the effects of those interactions on the development of Texas, the United States and the world.
- Demonstrates knowledge of the institutions that exist in all societies and how the characteristics of those institutions may vary among societies.
- Demonstrates an understanding of how people use oral tradition, stories, real and mythical heroes, music, paintings and sculpture to represent culture in communities in Texas, the United States and the world (e.g., importance of individual writers and artists to the cultural heritage of communities; significant examples of art, music and literature from various periods).
- Understands the relationship between the arts and the times and societies in which they are produced, including how past and contemporary issues influence creative expressions, and identifies examples of art, music and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice and the passage of time.
- Analyzes relationships among religion, philosophy and culture and their effect on ways of life in Texas, the United States and the world.
- Understands and analyzes how changes in science and technology relate to political, economic, social and cultural issues and events.

Module 3 Learning Goal 1: The student will lead their class to a deeper understanding of social studies concepts using various approaches.

Module 3 Learning Goal 2: The student will be able scaffold and sequence concepts to teach social studies to elementary students.

- *The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.*
 - 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.

Module 4 Learning Goal 1: The student will learn about assessment processes in the classroom.

- Uses a variety of formal and informal assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English-language learners and students with special needs.

Module 5 Learning Goal 1: The student will be able utilize appropriate strategies and activities to teach major concepts in history.

- *The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.*
 - 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.
- *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).*
 - Demonstrates an understanding of historical points of reference in the history of Texas, the United States and the world (e.g., the Texas Revolution, the Republic of Texas and the annexation of Texas by the United States).
 - Analyzes how individuals, events and issues shaped the history of Texas, the United States and the world.
 - Demonstrates an understanding of similarities and differences among Native American groups in Texas, the United States and the Western Hemisphere before European colonization.
 - Demonstrates an understanding of the causes and effects of European exploration and colonization of Texas, the United States and the Western Hemisphere.
 - Analyzes the influence of various factors (e.g., geographic contexts, processes of spatial exchange, science, technology) on the development of societies.
 - Understands common characteristics of communities past and present, including reasons people have formed communities (e.g., need for security, religious

freedom, law and material well-being), ways in which different communities meet their needs (e.g., government, education, communication, transportation, recreation) and how historical figures, patriots and good citizens helped shape communities, states and nations.

- Demonstrates an understanding of basic concepts of culture and the processes of cultural adaptation, diffusion and exchange.
- Applies knowledge and analyzes the effects of scientific, mathematical and technological innovations on political, economic, social and environmental developments as they relate to daily life in Texas, the United States and the world.
- Demonstrates an understanding of historical information and ideas in relation to other disciplines.
- Demonstrates an understanding of how to formulate historical research questions and use appropriate procedures to reach supportable judgments and conclusions in the social sciences.
- Demonstrates an understanding of historical research and knows how historians locate, gather, organize, analyze and report information by using standard research methodologies.
- Knows the characteristics and uses of primary and secondary sources for historical research (e.g., databases, maps, photographs, media services, the Internet, biographies, 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.
- 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).

Module 6 Learning Goal 1: The student will be able utilize appropriate strategies and activities to teach major concepts and processes in geography.

- *The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.*
 - 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.
- *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).*
 - 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 compass rose, grid system and symbols to locate places on maps and globes.

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.

- *The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.*
 - 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.
- *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.*
 - Demonstrates knowledge of historical origins of democratic forms of government, such as ancient Greece.
 - Understands and applies the purpose of rules and laws; the relationship between rules, rights and responsibilities; the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the United States Constitution; and the individual's role in making and enforcing rules and ensuring the welfare of society.
 - Understands the basic structure and functions of the United States government, the Texas government and local governments (including the roles of public officials); the relationships among national, state and local governments; and how local, state and national government services are financed.
 - Demonstrates knowledge of key principles and ideas contained in major political documents of Texas and the United States (e.g., the Declaration of Independence, United States Constitution, Texas Constitution) and of relationships among political documents.
 - Demonstrates an understanding of how people organized governments in colonial America and during the early development of Texas.
 - Understands the political processes in the United States and Texas and how the United States political system works.
 - Demonstrates knowledge of types of government (e.g., democratic, totalitarian, monarchical) and their respective levels of effectiveness in meeting citizens' needs (e.g., reasons for limiting the power of government, record of human rights abuses by limited and unlimited governments).
 - Understands the formal and informal processes of changing the United States and Texas 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 Learning Goal 1: The student will be able utilize appropriate strategies and activities to teach major concepts in economics.

- *The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.*
 - 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.

- *The teacher understands and applies knowledge of economic systems and how people organize economic systems to produce, distribute and consume goods and services.*
 - 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 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.

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.

- *The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.*
 - 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
- 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 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.

- *The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.*
 - 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

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).

- *The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.*
 - 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

The Standards

The Early Childhood: PK–3 exam framework is informed by the following sets of standards.

Standard I - The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.

Standard II. The social studies teacher effectively integrates the various social science disciplines.

Standard III. 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.

Standard IV. History: The social studies teacher applies knowledge of significant historical events and developments, as well as of multiple historical interpretations and ideas, in order to facilitate student understanding of relationships between the past, the present, and the future.

Standard V. Geography: The social studies teacher applies knowledge of people, places, and environments to facilitate students' understanding of geographic relationships in Texas, the United States, and the world.

Standard VI. Economics: The social studies teacher knows how people organize economic systems to produce, distribute, and consume goods and services, and uses this knowledge to enable students to understand economic systems and make informed economic decisions.

Standard VII. Government: The social studies teacher knows how governments and structures of power function, provide order, and allocate resources, and uses this knowledge to facilitate

student understanding of how individuals and groups achieve their goals through political systems.

Standard VIII. Citizenship: The social studies teacher understands citizenship in the United States and other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices.

Standard IX. 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.

Standard X. 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.

Pedagogy and Professional Responsibilities Standards, Early Childhood: Prekindergarten–Grade 3

The pedagogy and professional responsibilities (PPR) standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching to inform skill-based training and development. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the Commissioner's Teacher Standards in 19 TAC Chapter 149 of this title (relating to Commissioner's Rules Concerning Educator Standards).

Instructional Planning and Delivery

Early Childhood: Prekindergarten–Grade 3 classroom teachers demonstrate understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes learning relevant for today's learners.

Knowledge of Student and Student Learning

Early Childhood: Prekindergarten–Grade 3 classroom teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

Content Knowledge and Expertise

Early Childhood: Prekindergarten–Grade 3 classroom teachers exhibit an understanding of content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and the ability to match objectives and activities to relevant state standards.

Learning Environment

Early Childhood: Prekindergarten–Grade 3 classroom teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

Data-Driven Practices

Early Childhood: Prekindergarten–Grade 3 classroom teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

Professional Practices and Responsibilities

Early Childhood: Prekindergarten–Grade 3 classroom teachers consistently hold themselves to a high standard for individual development, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

Content Standards, Early Childhood: Prekindergarten–Grade 3

The content standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the content knowledge required to teach early learners. The standards address content knowledge in Prekindergarten–Grade 5, with an emphasis on Prekindergarten–Grade 3, in order to meet the needs of all learners and address vertical alignment. The standards align with the *Texas Prekindergarten Guidelines*, Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading), Chapter 111 of this title (relating to Texas Essential Knowledge and Skills for Mathematics), Chapter 112 of this title (relating to Texas Essential Knowledge and Skills for Science), Chapter 113 of this title (relating to Texas Essential Knowledge and Skills for Social Studies), Chapter 115 of this title (relating to Texas Essential Knowledge and Skills for Health Education), Chapter 116 of this title (relating to Texas Essential Knowledge and Skills for Physical Education), Chapter 117 of this title (relating to Texas Essential Knowledge and Skills for Fine Arts), and The National Association for the Education of Young Children Professional Preparation Standards.

Child Development

The Early Childhood: Prekindergarten–Grade 3 classroom teachers use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

Social Studies

The Early Childhood: Prekindergarten–Grade 3 classroom teachers demonstrate understanding of Kindergarten–Grade 5 Social Studies TEKS, with an emphasis on Kindergarten–Grade 3, and Social Studies *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and

evidence-based assessment and instructional practices to promote students' development of grade-level skills.

Social Studies Standard

Competencies

Domain I—Child Development

Competency 001—(Foundations of Child Development): Understand foundational concepts of early childhood development from birth to age 8 and factors that influence student development.

For example:

- 1. Demonstrate knowledge of key theoretical foundations, curriculum and program models, and scientifically based research regarding the development and learning of students from birth to age 8 (e.g., Bruner, Piaget, and Vygotsky; Montessori, Reggio Emilia, constructivist, social-learning, and environmental theories) upon which developmentally appropriate practices in early childhood education are based.**
- 2. Demonstrate knowledge of characteristics, progressions, and variations of development in the physical, cognitive, social, language, sensory, aesthetic, and emotional domains and of the interrelationships between these domains and student learning.**
- 3. Demonstrate knowledge of exceptionalities, including common health conditions, and factors related to over- and underrepresentation of specific student populations in special education and gifted and talented programs and use this knowledge to promote child development, learning, social skills, and emotional resilience skills for all students.**
- 4. Demonstrate knowledge of the specific needs of English learners (ELs) and of practices that build on home language systems to develop academic and social skills.**

Competency 002—(The Early Learning Process): Understand the developmental processes and characteristics of learning of young children from birth to age 8.

For example:

- 1. Demonstrate knowledge of the learning processes of young children, including the multiple functions, value, and role of play in constructing knowledge, building social skills and relationships, and developing problem-solving skills.**
- 2. Demonstrate knowledge of the continuum of teaching strategies for promoting learning—from child-initiated activities to adult-guided instruction; methods to capitalize on incidental and spontaneous opportunities for teaching; and ways to use the environment, daily routines, and interactions to support learning and development (e.g., developmentally appropriate homework practices).**
- 3. Demonstrate knowledge of the influence of stress and trauma, protective factors, resilience, and supportive relationships on the cognitive and emotional development of young children.**
- 4. Demonstrate knowledge of risk factors impacting mental health in young children, including identifying behaviors that signify the need to intervene and/or engage in**

collaboration with others in order to provide responsive and developmentally appropriate intervention and support.

5. Demonstrate knowledge of methods for identifying students' readiness for learning and understand how development in one area may affect students' learning and performance in other areas.
6. Demonstrate knowledge of the roles of parents/guardians as primary caregivers and informal teachers of children, including factors in the home and community that may affect children's development and learning.

Competency 003—(Family Engagement): Understand the role and importance of the family in supporting the learning and development of young children from prekindergarten to grade 3.

For example:

1. Demonstrate knowledge of how to create meaningful, respectful, and reciprocal relationships for families and how to use family-centered strategies to promote effective, ongoing communication and involvement with families to support young children's learning and social skills and emotional development.
2. Apply knowledge of skills and strategies for working collaboratively and effectively with families, including families with linguistically and culturally diverse backgrounds, and of how to build positive relationships by advocating for families and by respecting and valuing families' preferences and goals.
3. Demonstrate knowledge of evidence-based practices that support families in meeting their children's learning benchmarks and provide families with tools to enhance and extend children's learning at home (e.g., home visits by teachers and school staff, consistent in-person and written communication on student progress).

Domain II—The Instructional Setting

Competency 004—(Social Skills, Emotional Development, and Behavior Support): Understand how to create positive environments and relationships that help develop interpersonal skills, autonomy, and initiative to explore and learn in young children from prekindergarten to grade 3.

For example:

1. Demonstrate knowledge of factors related to the development of executive function and self-regulation skills in young children, including motivation, autonomy, and decision-making and self-help skills.
2. Apply knowledge of strategies and principles for teaching and using problem-solving and conflict resolution skills and for providing individual and schoolwide positive behavioral interventions and supports (PBIS), including monitoring the effectiveness of PBIS, as well as making modifications and adaptations to interventions as needed.
3. Demonstrate knowledge of developmentally appropriate and effective individual and group management strategies, including best practices for teaching and supporting young children with additional behavioral needs and factors contributing to equitable and inequitable responses to behavior.
4. Demonstrate knowledge of the role of positive relationships and supportive interactions as a crucial foundation for teaching, and in developing social skills

and emotional resilience, with a focus on children's individual strengths, needs, and interests.

5. Demonstrate knowledge of the relationships between communication, behavior, and learning, as well as the ability to use developmentally appropriate and culturally responsive positive behavior strategies, conflict resolution skills, and instructional methods to manage classroom behavior.

Competency 005—(The Instructional Setting): Understand how to create positive learning environments that promote the development and learning of young children in prekindergarten to grade 3.

For example:

1. Apply knowledge of strategies for structuring the physical environment and selecting appropriate learning curricula, materials, and technologies to promote active participation and independence in young children.
2. Apply knowledge of practices for creating and adapting safe indoor and outdoor learning environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy in young children.
3. Apply knowledge of the use of schedules, routines, and effective transitions to support children's emotional development, effectively manage instructional activities, and promote children's sense of security and independence.
4. Apply knowledge of methods for creating a physical environment and instructional procedures that are linguistically and culturally responsive and meet the needs of all young children, including those with exceptionalities (e.g., disabilities, gifts, talents) and English learners (ELs).
5. Demonstrate knowledge of practices and procedures for effectively planning and managing flexible student groupings, including pairings, individualized, and small-group instruction, to facilitate learning.
6. Demonstrate knowledge of activities, practices, materials, and technology to support the integration of oral, written, graphic, kinesthetic, and tactile methods into the teaching of key concepts and vocabulary and to assess student learning.

Domain III—Educating All Learners

Competency 006—(Differentiation Strategies in Planning and Practice): Understand how to identify and implement developmentally appropriate strategies and practices to effectively teach and engage young children from prekindergarten to grade 3.

For example:

1. Demonstrate knowledge of the principles of universal design for learning (UDL) and how to apply UDL guidelines to incorporate the flexibility necessary to maximize learning opportunities for all students.
2. Apply knowledge of effective methods for fostering students' active participation and individual academic success in one-to-one, small-group, and large-group settings and for facilitating students' inclusion in various settings (e.g., academic, social).
3. Apply knowledge of activities and instruction that build on students' individual interests, primary language, experiences, and prior knowledge; respond to students' strengths and needs; and promote the development of prerequisite skills and positive dispositions toward learning in the content areas.

4. Demonstrate knowledge of how and when to adjust and scaffold instruction, instructional activities, and assessment in response to various types of feedback from young children.
5. Demonstrate knowledge of how to identify, select, and implement appropriate and effective accommodations for students with 504 plans or Individualized Education Programs (IEPs), including collaborating with other professionals to meet the needs of all students.
6. Demonstrate knowledge of the various categories of disabilities as outlined in the Individuals with Disabilities Education Act (IDEA), including Child Find obligations and educational implications specific to young children with unique learning differences (e.g., developmental delays, autism spectrum disorder, dyslexia, intellectual disabilities).

Competency 007—(Culturally Responsive Practices): Understand how to identify and implement culturally responsive, developmentally appropriate practices to effectively teach and engage young children from prekindergarten to grade 3 across all content areas.

For example:

1. Demonstrate knowledge of strategies and practices that acknowledge and respect diversity (e.g., cultural, economic, linguistic) and support inclusion in order to promote students' overall development and learning, including understanding of the benefits of primary and secondary languages and bilingualism to learning.
2. Recognize the role personal bias plays in potential learning expectations for students in order to promote safe, positive, and supportive interactions and learning environments for all students.
3. Demonstrate knowledge of activities, approaches, and resources that encourage and support exploration and engagement and promote a positive disposition toward learning for all students.
4. Demonstrate understanding of the role of language and culture in learning, as well as how to modify instruction to support language acquisition to ensure that both language and instruction are accessible across the content areas.
5. Demonstrate knowledge of ways to work collaboratively with parents/guardians, teachers, school and community service providers, and students to support all students, including but not limited to English learners (ELs), and programs such as ESL, bilingual, and dual language.
6. Demonstrate knowledge of ways to work collaboratively with teachers, related service providers, parents/guardians, and students to effectively support the implementation of an Individualized Education Program (IEP) and instructional accommodations and strategies.

Domain IV—Data-Driven Practice and Formal/Informal Assessment

Competency 008—(Developmentally Appropriate Assessment and Practice):

Understand the types, selection, and uses of developmentally appropriate assessments and assessment practices to effectively support young children's learning in prekindergarten to grade 3.

For example:

1. Demonstrate knowledge of the various purposes of the use of developmentally appropriate assessment for evaluating young students across domains.
2. Apply knowledge of basic assessment terminology and of types, characteristics, uses, and limitations of formal, informal, and alternative assessments (e.g., developmental screenings, formative and summative assessments, observations, portfolios, state-mandated assessments, types of assessment accommodations, curriculum-based measures).
3. Apply knowledge of ways to develop and select developmentally appropriate assessments and assessment strategies (e.g., use of TEA resources such as formative assessment banks), ensure that assessments are aligned to instructional objectives and outcomes, and use assessment results to inform instruction and measure student progress throughout the content areas.
4. Apply knowledge of considerations and strategies for effectively administering assessments and documenting assessment outcomes.
5. Recognize legal and ethical issues related to assessment, responsible assessment practices, and confidentiality.

Competency 009—(Progress Monitoring and Data-Driven Instructional Practice): Understand how to design, implement, and evaluate learning experiences and instruction in order to promote development and learning of all students in prekindergarten to grade 3.

For example:

1. Demonstrate knowledge of the foundational elements of Response to Intervention (RtI) and the ability to apply this knowledge to differentiate tiered instruction for all students based on data.
2. Interpret and use information from formal and informal assessments, including the use of multiple measures of assessment, to inform decisions and plan and evaluate student learning.
3. Interpret assessment results to enhance knowledge of students; evaluate and monitor development, learning, and progress; establish goals; and plan, differentiate, and continuously adjust learning activities and environments for individuals and groups.
4. Demonstrate knowledge of a variety of types of systematic observation and documentation (e.g., anecdotal notes, checklists, data collection) and the ability to use these processes and procedures to gain insight into students' development, strengths, needs, and learning.

Domain V—Learning Across the Curriculum

Competency 010—(English Language Arts and Social Studies): Understand the foundational principles, concepts, and methods in English language arts and social studies to provide developmentally appropriate instruction for students in prekindergarten to grade 3.

For example:

1. Demonstrate knowledge of the Emergent Literacy – Writing domain of the *Texas Prekindergarten Guidelines* and of the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading (ELAR) (Kindergarten through Grade 5), including the development of the writing process (i.e., §110.2:10 and

§110.3–7:11), as well as ways to scaffold and sequence skills and concepts to teach writing to young children.

2. Apply knowledge of developmentally appropriate strategies for fostering students' ability to listen and speak for various purposes (e.g., expressing needs, interacting with others, responding to experiences, developing concepts).
3. Demonstrate knowledge of strategies and technology for developing and reinforcing young children's language acquisition (e.g., oral language, listening comprehension, expressive and receptive vocabulary, pragmatic language skills).
4. Apply knowledge of strategies and activities for infusing opportunities for purposeful, child-oriented, meaningful language and communication into all areas of the curriculum (e.g., purposeful conversations, dramatic play, word games, storytelling, songs, poetry, questioning).
5. Demonstrate knowledge of the developmental stages in children's acquisition of writing skills (e.g., scribbling, mock letters, letter formation, invented spelling) and of different ways that individual students may vary in their rates of acquiring these stages.
6. Apply knowledge of effective instructional strategies, materials, and activities for supporting explicit spelling instruction at various stages of a student's development and within the context of meaningful written expression.
7. Apply knowledge of instructional strategies, materials, and developmentally appropriate activities for teaching students English writing conventions (e.g., grammar, capitalization, punctuation).
8. Apply knowledge of how to teach and develop students' writing through planning, drafting, revision, editing, rewriting, and publishing.
9. Demonstrate knowledge of the Social Studies domain of the *Texas Prekindergarten Guidelines* and of the Texas Essential Knowledge and Skills (TEKS) for Social Studies (Kindergarten through Grade 5), as well as ways to scaffold and sequence skills and concepts to teach social studies to young children.
10. Apply knowledge of developmentally appropriate strategies and activities for teaching major concepts and processes of geography, including features of students' immediate environment, characteristics of major human and physical features of Texas, and how people adapt and live in the physical environment.
11. Apply knowledge of developmentally appropriate strategies and activities for developing students' understanding of the purpose of government and the key concepts of the Declaration of Independence, the U.S. Constitution and the Bill of Rights, and the beliefs and ideals of a democratic republican form of government (e.g., the rule of law, equality, human dignity).
12. Apply knowledge of developmentally appropriate strategies and activities for teaching basic concepts of economics, including scarcity, opportunity costs, markets, factors of production, and trade, as well as how these concepts relate to everyday life.

Domain VI—Analysis and Response

Competency 014—(Analysis and Response): In a written response, analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs and design developmentally appropriate instruction.

For example:

1. **Demonstrate the ability to analyze and interpret formative and summative observational and assessment data for a given student in order to select and accurately describe a significant strength or need that the student demonstrates related to a foundational English language arts, mathematics, or science skill or objective.**
2. **Demonstrate the ability to select and accurately describe a developmentally appropriate, effective instructional strategy, intervention, or enrichment to build on a student's identified strength or address a student's identified need in the foundational English language arts, mathematics, or science skill or objective.**
3. **Using sound reasoning and knowledge of foundational English language arts, mathematics, or science skills, demonstrate the ability to explain the effectiveness of the selected instructional strategy, intervention, or enrichment to build on a student's identified strength and/or address a student's identified need.**
4. **Demonstrate the ability to select and accurately describe a developmentally appropriate method of informal assessment to effectively monitor the student's progress toward the identified learning skill or objective.**
5. **Demonstrate the ability to explain how the specific learning skill or objective in foundational English language arts, mathematics, or science can be integrated in other areas of the curriculum to support the generalization or enrichment of the identified learning skill or objective.**

Preschool Guidelines

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

TEKS Standards - TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES

Social Studies, Kindergarten, Adopted 2022

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.

(b) Introduction.

(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.

(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.

(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 (c) 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.

(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.

(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).

(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.

(7) Students must demonstrate learning performance related to any federal and state mandates regarding classroom instruction. Although Kindergarten is not required to participate in Celebrate Freedom Week, according to the TEC, §29.907, primary grades lay the foundation for subsequent learning. As a result, Kindergarten Texas essential knowledge and skills include standards related to this patriotic observance.

(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.

(c) Knowledge and skills.

(1) History. The student understands that holidays are celebrations of special events. The student is expected to:

(A) identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day; and

(B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.

(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.

(3) Geography. The student understands the concept of location. The student is expected to:

(A) use spatial terms, including over, under, near, far, left, and right, to describe relative location;

(B) locate places on the school campus and describe their relative locations; and

(C) identify and use geographic tools that aid in determining location, including maps and globes.

(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:

(A) identify the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather; and

(B) identify how geographic location influences human characteristics of place such as shelter, clothing, food, and activities.

(5) Economics. The student understands the difference between human needs and wants and how they are met. The student is expected to:

(A) identify basic human needs of food, clothing, and shelter;

(B) explain the difference between needs and wants; and

(C) explain how basic human needs and wants can be met.

(6) Economics. The student understands the value of jobs. The student is expected to:

(A) identify jobs in the home, school, and community; and

(B) explain why people have jobs.

(7) Government. The student understands the purpose of rules. The student is expected to:

(A) identify purposes for having rules; and

(B) identify rules that provide order, security, and safety in the home and school.

(8) Government. The student understands the role of authority figures. The student is expected to:

(A) identify authority figures in the home, school, and community; and

(B) explain how authority figures enforce rules.

(9) Citizenship. The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to:

(A) identify the United States flag and the Texas state flag;

(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag; and

(C) use voting as a method for group decision making.

(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.

(11) Culture. The student understands the importance of family traditions. The student is expected to:

- (A) describe and explain the importance of family traditions; and**
- (B) compare traditions among families.**

(12) Science, technology, and society. The student understands ways technology is used in the home and school and how technology affects people's lives. The student is expected to:

- (A) identify examples of technology used in the home and school;**
- (B) describe how technology helps accomplish specific tasks and meet people's needs; and**
- (C) describe how his or her life might be different without modern technology.**

(13) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:

- (A) identify and state facts based on relevant evidence;**
- (B) identify different kinds of historical sources and artifacts and explain how they can be used to study the past;**
- (C) 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**
- (D) sequence and categorize information.**

(14) Social studies skills. The student communicates in oral and visual forms. The student is expected to:

- (A) place events in chronological order;**
- (B) use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow;**
- (C) communicate information visually, orally, or in writing based on knowledge and experiences in social studies;**
- (D) create and interpret visuals, including pictures and maps; and**
- (E) apply and practice classroom rules and procedures for listening and responding respectfully.**

(15) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:

- (A) use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community; and**
- (B) 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.**

Social Studies, Grade 1, Adopted 2022

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.

(b) Introduction.

(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.

(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.

(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 (c) 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.

(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.

(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).

(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.

(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.

(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.

(c) Knowledge and skills.

(1) History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:

(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

(B) compare the observance of holidays and celebrations.

(2) History. The student understands how historical figures helped shape the state and nation. The student is expected to:

(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

(B) compare the lives of historical figures who have influenced the state and nation.

(3) Geography. The student understands the relative location of places. The student is expected to:

(A) describe the location of self and objects relative to other locations in the classroom and school using spatial terms; and

(B) locate places using the four cardinal directions.

(4) Geography. The student understands the purpose of geographic tools, including maps and globes. The student is expected to:

(A) create and use simple maps such as maps of the home, classroom, school, and community; and

(B) locate and explore the community, Texas, and the United States on maps and globes.

(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:

(A) identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather; and

(B) identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities.

(6) Economics. The student understands how families meet basic human needs. The student is expected to:

(A) describe ways that families meet basic human needs; and

(B) describe similarities and differences in ways families meet basic human needs.

(7) Economics. The student understands the concepts of goods and services. The student is expected to:

(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.

(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:

(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.

(9) Economics. The student understands the value of work. The student is expected to:

(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.

(10) Government. The student understands the purpose of rules and laws. The student is expected to:

(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.

(11) Government. The student understands the role of authority figures and public officials. The student is expected to:

(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.

(12) 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; and

(B) identify historical figures and other individuals who have exemplified good citizenship such as Benjamin Franklin and Eleanor Roosevelt.

(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:

(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.

(14) Culture. The student understands the importance of family and community beliefs, language, and traditions. The student is expected to:

(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.

(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:

(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.

(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) identify and state facts based on relevant evidence;

(B) identify different kinds of historical sources and artifacts and explain how they can be used to study the past;

(C) 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
(D) sequence and categorize information.

(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) communicate information visually, orally, or in writing based on knowledge and experiences in social studies;
(D) create and interpret visual and written material;
(E) use social studies terminology correctly; and
(F) apply and practice classroom rules and procedures for listening and responding respectfully.

(18) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:

(A) use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community; and
(B) 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.

Social Studies, Grade 2, Adopted 2022

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.

(b) Introduction.

(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.

(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.

(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 (c) 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.

(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.

(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).

(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.

(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.

(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.

(c) Knowledge and skills.

(1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:

(A) explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving; and

(B) identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings.

(2) History. The student understands how historical figures helped shape the community, state, and nation. The student is expected to:

(A) identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation; and

(B) describe how people and events have influenced local community history.

(3) Geography. The student uses simple geographic tools, including maps and globes. The student is expected to:

(A) identify and use information on maps and globes using basic map elements such as title, cardinal directions, and legend; and

(B) create maps to show places and routes within the home, school, and community.

(4) Geography. The student understands the location of places in their community, state, country, and the world. The student is expected to:

(A) identify major landforms and bodies of water, including each of the seven continents and each of the oceans, on maps and globes; and

(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.

(5) Geography. The student understands how humans use and modify the physical environment. The student is expected to:

(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;

(B) identify consequences of human modification of the physical environment; and

(C) identify ways people can conserve and replenish Earth's resources.

(6) Economics. The student understands the value of work. The student is expected to:

(A) explain how work provides income to purchase goods and services; and

(B) explain the choices people can make about earning, spending, and saving money.

(7) Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:

(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.

(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.

(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.

(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.

(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) use voting as a method for group decision making;

(D) identify symbols such as state and national birds and flowers and Uncle Sam; and

(E) identify how selected symbols, customs, and celebrations reflect an American love of individualism, inventiveness, and freedom.

(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.

(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.

(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.

(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:

(A) identify and state facts based on relevant evidence;

(B) identify different kinds of historical sources and artifacts and explain how they can be used to study the past;

(C) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts; and

(D) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting.

(16) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) describe the order of events by using designations of time periods such as historical and present times;

(B) apply vocabulary related to chronology, including past, present, and future;

(C) create and interpret timelines for events in the past and present;

(D) use social studies terminology correctly;

(E) communicate information visually, orally, or in writing based on knowledge and experiences in social studies;

(F) create written and visual material such as stories, maps, and graphic organizers to express ideas; and

(G) apply and practice classroom rules and procedures for listening and responding respectfully.

(17) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:

(A) use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community; and

(B) 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.

Social Studies, Grade 3, Adopted 2022

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.

(b) Introduction.

(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.

(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.

(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 (c) 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.

(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.

(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).

(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.

(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

(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.

(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."

(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.

(c) Knowledge and skills.

(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:

(A) describe how individuals, events, and ideas have changed communities, past and present;

(B) identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities; and

(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.

(2) History. The student understands common characteristics of communities, past and present. The student is expected to:

(A) identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being; and

(B) compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation.

(3) Geography. The student understands how humans adapt to and/or modify the physical environment. The student is expected to:

(A) describe similarities and differences in the physical environment, including climate, landforms, natural resources, and natural hazards;

(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

(C) describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape.

(4) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:

(A) use cardinal and intermediate directions to locate places on maps and globes in relation to the local community;

(B) use a scale to determine the distance between places on maps and globes; and

(C) identify, create, and interpret maps of places that contain map elements, including a title, compass rose, legend, scale, and grid system.

(5) Economics. The student understands the purposes of earning, spending, saving, and donating money. The student is expected to:

(A) identify ways of earning, spending, saving, and donating money; and

(B) create a simple budget that allocates money for spending and saving.

(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:

(A) explain how supply and demand affect the price of a good or service;

(B) define and identify examples of scarcity;

(C) explain how the cost of production and selling price affect profits; and

(D) identify individuals, past and present, such as Henry Ford and Sam Walton who have started new businesses.

(7) Government. The student understands the basic structure and functions of various levels of government. The student is expected to:

(A) describe the basic structure of government in the local community, state, and nation;

(B) identify local, state, and national government officials and explain how they are chosen; and

(C) identify services commonly provided by local, state, and national governments.

(8) Government. The student understands important ideas in historical documents at various levels of government. The student is expected to:

(A) identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights; and

(B) describe the concept of "consent of the governed. "

(9) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures and organizations. 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 figures such as Helen Keller, Clara Barton, and Ruby Bridges who exemplify good citizenship;

(C) identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting;

(D) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good; and

(E) use voting as a method for group decision making.

(10) Culture. The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to:

(A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities; and

(B) compare ethnic and/or cultural celebrations in the local community with other communities.

(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:

(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.

(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.

(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:

(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.

(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:

(A) gather information, including historical and current events and geographic data, about the community using a variety of resources;

(B) differentiate and compare the information about a specific issue or event provided in primary and secondary sources;

(C) 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;

(D) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps;

(E) identify the central claim in a primary or secondary source; and

(F) develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic.

(15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(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;
 - (E) create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas; and
 - (F) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.
- (16) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:
- (A) use democratic procedures to simulate making decisions on school, local, or state issues; and
 - (B) 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.

Social Studies, Grade 4, Adopted 2022

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.

(b) Introduction.

(1) In Grade 4, students examine the history of Texas from the early beginnings to the present within the context of influences of North America. Historical content focuses on Texas history, including the Texas Revolution, establishment of the Republic of Texas, and subsequent annexation to the United States. Students discuss important issues, events, and individuals of the 19th, 20th, and 21st centuries. Students conduct a thorough study of regions in Texas and North America resulting from human activity and from physical features. The location, distribution, and patterns of economic activities and settlement in Texas further enhance the concept of regions. Students describe how early American Indians in Texas and North America met their basic economic needs. Students identify motivations for European exploration and colonization and reasons for the establishment of Spanish settlements and missions. Students explain how American Indians governed themselves and identify characteristics of Spanish colonial and Mexican governments in Texas. Students recite and explain the meaning of the Pledge to the Texas Flag. Students identify the contributions of people of various racial, ethnic, and religious groups to Texas and describe the impact of science and technology on life in the state. Students use critical-thinking skills to identify cause-and-effect relationships, compare and contrast, and make generalizations and predictions.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as documents, biographies, novels, speeches, letters, poetry, songs, and artworks is encouraged. Where appropriate, local topics should be included. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.

(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 (c) 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.

(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.

(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).

(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.

(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

(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.

(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."

(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.

(c) Knowledge and skills.

(1) History. The student understands the origins, similarities, and differences of American Indian groups in Texas before European exploration. The student is expected to:

(A) explain the possible origins of American Indian groups in Texas;

(B) identify and compare the ways of life of American Indian groups in Texas before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano;

(C) describe the cultural regions in which American Indians lived such as Gulf, Plains, Puebloan, and Southeastern; and

(D) locate American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo.

(2) History. The student understands the causes and effects of European exploration and colonization of Texas. The student is expected to:

(A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion;

(B) identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas;

(C) explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals;

(D) identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas; and

(E) identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas.

(3) History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:

(A) analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto;

(B) summarize the significant contributions of individuals such as William B. Travis, James Bowie, David Crockett, Juan N. Seguín, Plácido Benavides, José Francisco Ruiz, Antonio López de Santa Anna, Susanna Dickinson, and Enrique Esparza;

(C) identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones;

(D) describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers; and

(E) explain the events that led to the annexation of Texas to the United States and the impact of the U.S.-Mexican War.

(4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:

(A) describe the impact of the Civil War and Reconstruction on Texas;

(B) explain the growth, development, and impact of the cattle industry such as contributions made by Charles Goodnight, Richard King, and Lizzie Johnson;

(C) explain the effects of the railroad industry on life in Texas, including changes to cities and major industries; and

(D) explain the effects on American Indian life brought about by the Red River War, building of U.S. forts and railroads, and loss of buffalo.

(5) History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:

(A) explain the impact of various events on life in Texas such as the Great Depression, the Dust Bowl, and World War II and notable individuals such as Audie Murphy, Cleto Rodríguez, and Bessie Coleman and other local individuals; and

(B) explain the development and impact of the oil and gas industry on industrialization and urbanization in Texas, including Spindletop and important people such as Pattillo Higgins.

(6) Geography. The student understands the concept of regions. The student is expected to:

(A) identify, locate, and describe the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their characteristics such as landforms, climate, vegetation, and economic activities; and

(B) compare the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains).

(7) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

(A) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present; and

(B) identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods.

(8) Geography. The student understands how people adapt to and modify their environment. The student is expected to:

(A) describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams;

(B) explain reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities; and

(C) compare the positive and negative consequences of human modification of the environment in Texas, past and present.

(9) Economics. The student understands the basic economic activities of early societies in Texas. The student is expected to:

(A) explain the economic activities various early American Indian groups in Texas used to meet their needs and wants such as farming, trading, and hunting; and

(B) explain the economic activities early settlers to Texas used to meet their needs and wants.

(10) Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:

(A) describe how the free enterprise system works, including supply and demand;

(B) identify examples of the benefits of the free enterprise system such as choice and opportunity; and

(C) describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and the railroad boom.

(11) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:

(A) identify how people in different regions of Texas earn their living, past and present;

(B) explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas;

(C) identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas; and

(D) explain how developments in transportation and communication have influenced economic activities in Texas.

(12) Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:

(A) compare how various American Indian groups such as the Caddo and the Comanche governed themselves; and

(B) compare characteristics of the Spanish colonial government and the early Mexican governments in Texas.

(13) Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to:

(A) identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution;

(B) identify and explain the basic functions of the three branches of government according to the Texas Constitution; and

(C) identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week).

(14) Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:

(A) explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the Alamo, and the San Jacinto Monument;

(B) sing or recite "Texas, Our Texas";

(C) recite and explain the meaning of the Pledge to the Texas Flag; and

(D) describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.

(15) Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:

(A) identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll;

(B) explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as respectfully holding public officials to their word, writing letters, and participating in historic preservation and service projects;

(C) explain the duty of the individual in state and local elections such as being informed and voting;

(D) identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Henry B. González, Wallace Jefferson, and other local individuals;

(E) explain how to contact elected and appointed leaders in state and local governments; and

(F) use voting as a method for group decision making.

(16) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

(A) identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States; and

(B) identify leadership qualities of state and local leaders, past and present.

(17) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas culture. The student is expected to:

(A) identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, and Fiesta San Antonio; and

(B) summarize the contributions of artists of various racial, ethnic, and religious groups in the development of Texas culture such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe.

(18) Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:

(A) identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions; and

(B) describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas.

(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:

(A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas;

(B) differentiate and compare the information about a specific issue or event provided in primary and secondary sources;

(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

(E) identify different points of view about an issue, topic, historical event, or current event;

(F) identify the central claim in a primary or secondary source; and

(G) develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic.

(20) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps; and

(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.

(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

(B) incorporate main and supporting ideas in verbal and written communication;

(C) express ideas orally based on research and experiences;

(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and

(E) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.

(22) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:

(A) use democratic procedures to simulate making decisions on school, local, or state issues; and

(B) 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.

Social Studies, Grade 5, Adopted 2022

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.

(b) Introduction.

(1) In Grade 5, students survey the history of the United States from 1565 to the present. Historical content includes the colonial period, the American Revolution, the establishment of the U.S. Constitution and American identity, westward expansion, the Civil War and Reconstruction, immigration and industrialization, and the 20th and 21st centuries. Students study a variety of regions in the United States that result from physical features and human activity and identify how people adapt to and modify the environment. Students explain the characteristics and benefits of the free enterprise system and describe economic activities in the United States. Students identify the roots of representative government in this nation as well as the important ideas in the Declaration of Independence and the U.S. Constitution. Students study the fundamental rights guaranteed in the Bill of Rights. Students examine the importance of effective leadership in a constitutional republic and identify important leaders in the national government. Students recite and explain the meaning of the Pledge of Allegiance to the United States Flag. Students describe the cultural impact of various racial, ethnic, and religious groups in the nation and identify the accomplishments of notable individuals in the fields of science and technology. Students explain symbols, traditions, and landmarks that represent American beliefs and principles. Students use critical-thinking skills to sequence, categorize, and summarize information and to draw inferences and conclusions.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as documents, biographies, novels, speeches, letters, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.

(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 (c) 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.

(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.

(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).

(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.

(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

(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.

(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."

(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.

(c) Knowledge and skills.

(1) History. The student understands the reasons for and the role of key people in the European colonization of North America beginning in 1565, the founding of St. Augustine. The student is expected to:

(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain; and

(B) describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams.

(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence and the formation of the United States. The student is expected to:

(A) analyze the causes and effects of events prior to and during the American Revolution, including the taxation resulting from the French and Indian War and the colonist response to taxation such as the Boston Tea Party;

(B) identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period; and

(C) summarize the results of the American Revolution, including the establishment of the United States.

(3) History. The student understands the significant individuals who contributed to the creation of the U.S. Constitution and the government it established. The student is expected to identify the contributions of Founding Fathers James Madison and George Mason who helped create the U.S. Constitution.

(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:

(A) describe the causes and effects of the War of 1812 such as impressment of sailors, territorial conflicts with Great Britain, and the increase in U.S. manufacturing;

(B) identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States;

(C) identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny;

(D) explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War;

(E) explain the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution; and

(F) identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups such as the settlement of the frontier and building of the Transcontinental Railroad.

(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:

(A) explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions;

(B) analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election; and

(C) identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics.

(6) Geography. The student understands places and regions in the United States. The student is expected to:

(A) describe political and economic regions in the United States that result from patterns of human activity;

(B) describe regions in the United States based on physical characteristics such as landform, climate, and vegetation;

(C) locate on a map important political features such as the five largest cities by population in the United States and the 50 states; and

(D) create a map of important physical features such as the Appalachian Mountains, Great Lakes, Mississippi River, Great Plains, and Rocky Mountains.

(7) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

(A) identify and describe the patterns of settlement such as rural, urban, and suburban;

(B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States; and

(C) analyze the geographic factors that influence the location of the five largest urban areas in the United States and explain their distribution.

(8) Geography. The student understands how people adapt to and modify their environment. The student is expected to:

(A) describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs; and

(B) analyze the positive and negative consequences of human modification of the environment in the United States.

(9) Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:

(A) explain the economic patterns of early European colonies; and

(B) identify major industries of colonial America such as shipbuilding and growing of cash crops.

(10) Economics. The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:

(A) identify the development of the free enterprise system in colonial America and the United States;

(B) describe how the free enterprise system works in the United States; and

(C) give examples of the benefits of the free enterprise system in the United States.

(11) Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:

(A) explain how supply and demand affects consumers in the United States; and

(B) evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States.

(12) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:

(A) compare how people in different regions of the United States earn a living, past and present;

(B) identify and explain how geographic factors have influenced the location of economic activities in the United States;

(C) analyze the effects of immigration and migration on the economic development and growth of the United States; and

(D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States.

(13) Government. The student understands the organization of governments in colonial America. The student is expected to:

(A) compare the systems of government of early European colonists, including representative government and monarchy; and

(B) identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.

(14) Government. The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:

(A) explain the purposes, key elements, and the importance of the Declaration of Independence;

(B) explain the purposes of the U.S. Constitution as identified in the Preamble; and

(C) explain the reasons for the creation of the Bill of Rights and its importance.

(15) Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:

(A) identify and explain the basic functions of the three branches of government;

(B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and

(C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system.

(16) Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles that contribute to our national identity. The student is expected to:

(A) explain various patriotic symbols, including Uncle Sam; national celebrations such as Labor Day; and political symbols such as the donkey and elephant;

(B) sing or recite "The Star-Spangled Banner" and explain its history;

(C) recite and explain the meaning of the Pledge of Allegiance to the United States Flag; and

(D) explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore.

(17) Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:

(A) explain why individuals have a duty to participate in civic affairs at the local, state, and national levels;

(B) explain how to contact elected and appointed leaders in local, state, and national governments; and

(C) use voting as a method for group decision making.

(18) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

(A) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and

(B) identify leadership qualities of national leaders, past and present.

(19) Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights. The student is expected to describe the fundamental rights guaranteed in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney.

(20) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:

(A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, "Yankee Doodle," and "Paul Revere's Ride"; and

(B) explain how examples of art, music, and literature reflect the times during which they were created.

(21) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States culture. The student is expected to:

(A) describe customs and traditions of various racial, ethnic, and religious groups in the United States; and

(B) summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.

(22) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:

(A) identify the accomplishments of notable individuals in the fields of science and technology such as Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong;

(B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program; and

(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States.

(23) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:

(A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States;

(B) identify and ask questions about the credibility of different kinds of primary and secondary sources;

(C) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(D) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

(E) identify different points of view about an issue, topic, historical event, or current event;

(F) identify the historical context of an event;

(G) identify the central claim in a primary or secondary source; and

(H) develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic.

(24) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps; and

(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.

(25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

(B) incorporate main and supporting ideas in verbal and written communication;

(C) express ideas orally based on research and experiences;

(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and

(E) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.

(26) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:

(A) use democratic procedures to simulate making decisions on school, local, or state issues; and

(B) 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.

Texas Teaching Standards (TAC 19.2. Chapter 149.AA. Rule §149.1001)

(a) Purpose. The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.

(b) Standards.

(1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

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

(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

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

(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

- (E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.
- (i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
 - (ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
 - (iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.
- (F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.
- (i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
 - (ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
 - (iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.
- (2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.
- (A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.
- (i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
 - (ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
 - (iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.
- (B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.
- (i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
 - (ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
 - (iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.
- (C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.
- (i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
 - (ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.
 - (iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- (i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
- (ii) Teachers maintain a strong culture of individual and group accountability for class expectations.
- (iii) Teachers cultivate student ownership in developing classroom culture and norms.
- (D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.
- (i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
- (ii) Teachers maximize instructional time, including managing transitions.
- (iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
- (iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.
- (5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.
- (A) Teachers implement both formal and informal methods of measuring student progress.
- (i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
- (ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.
- (B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.
- (i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
- (ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.
- (iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.
- (C) Teachers regularly collect, review, and analyze data to monitor student progress.
- (i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
- (ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.
- (D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.
- (i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
- (ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Statutory Authority: The provisions of this §149.1001 issued under the Texas Education Code, §21.351.

Source: The provisions of this §149.1001 adopted to be effective June 30, 2014, 39 TexReg 4955.

Commissioner's Standards

Commissioner's Standard 1--Instructional Planning and Delivery.

Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

Early Childhood-Grade 6 classroom teachers must:

- (1) develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes;
- (2) effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement;
- (3) connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities;
- (4) plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn;
- (5) use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students;
- (6) differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans;
- (7) plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning;
- (8) integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts;
- (9) ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction;
- (10) encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals;
- (11) set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems;
- (12) provide opportunities for students to engage in individual and collaborative critical thinking and problem solving;
- (13) monitor and assess students' progress to ensure that their lessons meet students' needs;
- (14) provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts; and
- (15) adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

Commissioner's Standard 2—Knowledge of Students and Student Learning.

Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational developmental backgrounds and focusing on each student's needs.

Early Childhood-Grade 6 classroom teachers must:

- (1) create a community of learners in an inclusive environment that views differences in learning and background as educational assets;
- (2) connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts;
- (3) understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources;
- (4) understand the role of language and culture in learning and know how to modify their practice to support language acquisition so that language is comprehensible and instruction is fully accessible;

(5) understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills; and

(6) identify readiness for learning and understand how development in one area may affect students' performance in other areas.

Commissioner's Standard 3— Content Knowledge and Expertise.

Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

Early Childhood-Grade 6 classroom teachers must:

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

(2) identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas;

(3) keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline;

(4) organize curriculum to facilitate student understanding of the subject matter;

(5) understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions;

(6) promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners;

(7) teach both the key content knowledge and the key skills of the discipline; and

(8) make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

Commissioner's Standard 4— Learning Environment.

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

Early Childhood-Grade 6 classroom teachers must:

(1) embrace students' backgrounds and experiences as an asset in their learning;

(2) maintain and facilitate respectful, supportive, positive, and productive interactions with and among students;

(3) establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences;

(4) create a physical classroom set-up that is flexible and accommodates the different learning needs of students;

(5) implement behavior management systems to maintain an environment where all students can learn effectively;

(6) maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning;

(7) maximize instructional time, including managing transitions;

- (8) manage and facilitate groupings in order to maximize student collaboration, participation, and achievement; and
- (9) communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

Commissioner's Standard 5— Data-Driven Practice.

Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

Early Childhood-Grade 6 classroom teachers must:

- (1) gauge student progress and ensure mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning;
- (2) analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning; and
- (3) design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

Commissioner's Standard 6—Professional Practices and Responsibilities.

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

Early Childhood-Grade 6 classroom teachers must:

- (1) reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement;
- (2) seek out feedback from supervisor, coaches, and peers and take advantage of opportunities for job-embedded professional development;
- (3) adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s);
- (4) communicate consistently, clearly, and respectfully with all members of the campus community, administrators, and staff; and
- (5) serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

ELPS-TELPAS Proficiency Level Descriptors

ELPS-TELPAS Proficiency Level Descriptors Grades K-12 Listening

Beginning English learners (ELs) have little or no ability to understand spoken English used in academic and social settings.

These students:

- struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports (e.g., visuals, slower speech and other verbal cues, gestures)
- struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELs
- may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues

Intermediate ELs have the ability to understand simple, high frequency spoken English used in routine academic and social settings.

These students: • usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations (e.g., visuals, slower speech and other verbal cues, simplified language, gestures, preteaching to preview or build topic-related vocabulary) • often identify and distinguish key words and phrases necessary to understand the general meaning (gist) during social and basic instructional interactions that have not been intentionally modified for ELs • have the ability to seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech

Advanced ELs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings.

These students: • usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding • understand most main points, most important details, and some implicit information during social and basic instructional interactions that have not been intentionally modified for ELs • occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear

Advanced high ELs have the ability to understand, with minimal second language acquisition support, grade appropriate spoken English used in academic and social settings.

These students: • understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with only occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used • understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions • rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear

ELPS-TELPAS Proficiency Level Descriptors Grade K-12 Speaking

Beginning English learners (ELs) have little or no ability to speak English in academic and social settings.

These students: • mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in their attempts to communicate • speak using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts • lack the knowledge of English grammar necessary to connect ideas and speak in sentences; can sometimes produce sentences using recently practiced, memorized, or highly familiar material • exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material • typically use pronunciation that significantly inhibits communication

Intermediate ELs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.

These students: • are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning • speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail • exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense • exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English • use pronunciation that can usually be understood by people accustomed to interacting with ELs

Advanced ELs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.

These students: • are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning • discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics • have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features • make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions • may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELs

Advanced high ELs have the ability to speak using grade appropriate English, with minimal second language acquisition support, in academic and social settings.

These students: • are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses • communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers • can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers • make few second language acquisition errors that interfere with overall communication • may mispronounce words, but rarely use pronunciation that interferes with overall communication

ELPS-TELPAS Proficiency Level Descriptors Grades K–1 Writing

Beginning

Beginning English language learners (ELs) have little or no ability to use the English language to build foundational writing skills.

These students: • are unable to use English to explain self-generated writing (e.g., stories they have created or other personal expressions), including emergent forms of writing (pictures, letter-like forms, mock words, scribbling, etc.) • know too little English to participate meaningfully in grade appropriate shared writing activities using the English language •

cannot express themselves meaningfully in self-generated, connected written text in English beyond the level of high-frequency, concrete words, phrases, or short sentences that have been recently practiced/memorized * • may demonstrate little or no awareness of English print conventions

Intermediate

Intermediate ELs have a limited ability to use the English language to build foundational writing skills.

These students: • know enough English to explain briefly and simply self-generated writing, including emergent forms of writing, as long as the topic is highly familiar and concrete and requires very high-frequency English • can participate meaningfully in grade-appropriate shared writing activities using the English language only when the writing topic is highly familiar and concrete and requires very high frequency English • express themselves meaningfully in self-generated, connected written text in English when their writing is limited to short sentences featuring simple, concrete English used frequently in class * • frequently exhibit features of their primary language when writing in English (e.g., primary language words, spelling patterns, word order, literal translating) *

Advanced

Advanced ELs have the ability to use the English language to build, with second language acquisition support, foundational writing skills.

These students: • use predominantly grade appropriate English to explain, in some detail, most self-generated writing, including emergent forms of writing • can participate meaningfully, with second language acquisition support, in most grade-appropriate shared writing activities using the English language • although second language acquisition support is needed, have an emerging ability to express themselves in self-generated, connected written text in English in a grade-appropriate manner * • occasionally exhibit second language acquisition errors when writing in English *

Advanced High

Advanced high ELs have the ability to use the English language to build, with minimal second language acquisition support, foundational writing skills.

These students: • use English at a level of complexity and detail nearly comparable to that of native English-speaking peers when explaining self-generated writing, including emergent forms of writing • can participate meaningfully in most grade-appropriate shared writing activities using the English language • although minimal second language acquisition support may be needed, express themselves in self-generated, connected written text in English in a manner nearly comparable to their native English speaking peers *

ELPS-TELPAS Proficiency Level Descriptors Grades 2–12 Writing

Beginning

Beginning English learners (ELs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.

These students: • have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction • lack the English necessary to develop or demonstrate elements of grade appropriate writing (e.g., focus and coherence, conventions, organization, voice, and development of ideas) in English Typical writing features at this level: • ability to label, list,

and copy • high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate • present tense used primarily • frequent primary language features (spelling patterns, word order, literal translations, and words from the student's primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of ELs

Intermediate

Intermediate ELs have enough English vocabulary and enough grasp of English language structures to address grade appropriate writing tasks in a limited way.

These students: • have a limited ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction • are limited in their ability to develop or demonstrate elements of grade-appropriate writing in English; communicate best when topics are highly familiar and concrete, and require simple, high-frequency English Typical writing features at this level: • simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English • high-frequency vocabulary; academic writing often has an oral tone • loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning • repetition of ideas due to lack of vocabulary and language structures • present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies • descriptions, explanations, and narrations lacking detail; difficulty expressing abstract ideas • primary language features and errors associated with second language acquisition may be frequent • some writing may be understood only by individuals accustomed to the writing of ELs; parts of the writing may be hard to understand even for individuals accustomed to the writing of ELs

Advanced

Advanced ELs have enough English vocabulary and command of English language structures to address grade appropriate writing tasks, although second language acquisition support is needed.

These students: • are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction • know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar Typical writing features at this level: • grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns • emerging grade-appropriate vocabulary; academic writing has a more academic tone • use of a variety of common cohesive devices, although some redundancy may occur • narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required • occasional second language acquisition errors • communications are usually understood by individuals not accustomed to the writing of ELs

Advanced High

Advanced high ELs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support.

These students:

- are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction
- know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English

Typical writing features at this level:

- nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary
- occasional difficulty with naturalness of phrasing and expression
- errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication

ELPS-TELPAS Proficiency Level Descriptors Grades K–1 Reading

Beginning

Beginning English learners (ELs) have little or no ability to use the English language to build foundational reading skills.

These students:

- derive little or no meaning from grade-appropriate stories read aloud in English, unless the stories are – read in short “chunks” – controlled to include the little English they know such as language that is high-frequency, concrete, and recently practiced – accompanied by ample visual supports such as illustrations, gestures, pantomime, and objects and by linguistic supports such as careful enunciation and slower speech
- begin to recognize and understand environmental print in English (e.g., signs, labeled items, names of peers, logos)
- have difficulty decoding most grade-appropriate English text because they * – understand the meaning of very few words in English – struggle significantly with sounds in spoken English words and with sound-symbol relationships due to differences between their primary language and English

Intermediate

Intermediate ELs have a limited ability to use the English language to build foundational reading skills.

These students:

- demonstrate limited comprehension (key words and general meaning) of grade appropriate stories read aloud in English, unless the stories include – predictable story lines – highly familiar topics – primarily high-frequency, concrete vocabulary – short, simple sentences – visual and linguistic supports
- regularly recognize and understand common environmental print in English (e.g., signs, labeled items, names of peers, logos)
- have difficulty decoding grade appropriate English text because they * – understand the meaning of only those English words they hear frequently – struggle with some sounds in English words and some sound symbol relationships due to differences between their primary language and English

Advanced

Advanced ELs have the ability to use the English language, with second language acquisition support, to build foundational reading skills.

These students: • demonstrate comprehension of most main points and most supporting ideas in grade appropriate stories read aloud in English, although they may still depend on visual and linguistic supports to gain or confirm meaning • recognize some basic English vocabulary and high-frequency words in isolated print • with second language acquisition support, are able to decode most grade-appropriate English text because they * – understand the meaning of most grade-appropriate English words – have little difficulty with English sounds and sound-symbol relationships that result from differences between their primary language and English

Advanced High

Advanced high ELs have the ability to use the English language, with minimal second language acquisition support, to build foundational reading skills.

These students: • demonstrate, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, comprehension of main points and supporting ideas (explicit and implicit) in grade-appropriate stories read aloud in English • with some exceptions, recognize sight vocabulary and high frequency words to a degree nearly comparable to that of native English-speaking peers • with minimal second language acquisition support, have an ability to decode and understand grade appropriate English text at a level nearly comparable to native English-speaking peers *

ELPS-TELPAS Proficiency Level Descriptors Grades 2–12 Reading

Beginning

Beginning English learners (ELs) have little or no ability to read and understand English used in academic and social contexts.

These students: • read and understand the very limited recently practiced, memorized, or highly familiar English they have learned; vocabulary predominantly includes - environmental print - some very high-frequency words - concrete words that can be represented by pictures • read slowly, word by word • have a very limited sense of English language structures • comprehend predominantly isolated familiar words and phrases; comprehend some sentences in highly routine contexts or recently practiced, highly familiar text • are highly dependent on visuals and prior knowledge to derive meaning from text in English • are able to apply reading comprehension skills in English only when reading texts written for this level

Intermediate

Intermediate ELs have the ability to read and understand simple, high-frequency English used in routine academic and social contexts.

These students: • read and understand English vocabulary on a somewhat wider range of topics and with increased depth; vocabulary predominantly includes - everyday oral language - literal meanings of common words - routine academic language and terms - commonly used abstract language such as terms used to describe basic feelings • often read slowly and in short phrases; may re-read to clarify meaning • have a growing understanding of basic, routinely used English language structures • understand simple sentences in short, connected texts, but are dependent on visual cues, topic familiarity, prior knowledge, pretaught topic-related vocabulary, story predictability, and teacher/peer assistance to sustain comprehension • struggle to independently read and understand grade-level texts • are able to apply basic and

some higher-order comprehension skills when reading texts that are linguistically accommodated and/or simplified for this level

Advanced

Advanced ELs have the ability to read and understand, with second language acquisition support, grade-appropriate English used in academic and social contexts.

These students: • read and understand, with second language acquisition support, a variety of grade-appropriate English vocabulary used in social and academic contexts: - with second language acquisition support, read and understand grade-appropriate concrete and abstract vocabulary, but have difficulty with less commonly encountered words - demonstrate an emerging ability to understand words and phrases beyond their literal meaning - understand multiple meanings of commonly used words • read longer phrases and simple sentences from familiar text with appropriate rate and speed • are developing skill in using their growing familiarity with English language structures to construct meaning of grade-appropriate text • are able to apply basic and higher-order comprehension skills when reading grade-appropriate text, but are still occasionally dependent on visuals, teacher/peer assistance, and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics

Advanced High

Advanced high ELs have the ability to read and understand, with minimal second language acquisition support, grade appropriate English used in academic and social contexts.

These students: • read and understand vocabulary at a level nearly comparable to that of their native English-speaking peers, with some exceptions when low-frequency or specialized vocabulary is used • generally read grade-appropriate, familiar text with appropriate rate f , speed, intonation, and expression • are able to, at a level nearly comparable to native English-speaking peers, use their familiarity with English language structures to construct meaning of grade-appropriate text • are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, basic and higher-order comprehension skills when reading grade-appropriate text

Technology Standards

In this course, we will focus on Standards I – VII of Technology Standards from the Texas State Board for Educator Certification, 2016.

Standard I. All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.

Standard II. All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.

Standard III. All teachers acquire, analyze, and manage content from digital resources.

Standard IV. All teachers make informed decisions by applying critical-thinking and problem-solving skills.

Standard V. All teachers practice and promote safe, responsible, legal, and ethical behavior while using technology tools and resources.

Standard VI. All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.

Standard VII. All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Standard X. The digital art/animation teacher has the knowledge and skills needed to teach the creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts strands of the Technology Applications Texas Essential Knowledge and Skills (TEKS) in digital art/animation, in addition to the content described in Technology Applications Standards I–VII.

Standard XII. The digital communications teacher has the knowledge and skills needed to teach the creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts strands of the Technology Applications Texas Essential Knowledge and Skills (TEKS) in digital communications, in addition to the content described in Technology Applications Standards I–VII.

Standard XIII. The Web design teacher has the knowledge and skills needed to teach the creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts strands of the Technology Applications Texas Essential Knowledge and Skills (TEKS) in Web design, in addition to the content described in Technology Applications Standards I–VII

Technology Standards Complete List

Grade 4

(1) Technology includes data communication, data processing, and the devices used for these tasks locally and across networks. Learning to apply these technologies motivates students to develop critical-thinking skills, higher-order thinking, and innovative problem solving. Technology applications incorporates the study of digital tools, devices, communication, and programming to empower students to apply current and emerging technologies in their careers, their education, and beyond.

(2) The technology applications Texas Essential Knowledge and Skills (TEKS) consist of five strands that prepare students to be literate in technology applications by Grade 8: computational thinking; creativity and innovation; data literacy, management, and representation; digital citizenship; and practical technology concepts. Communication and collaboration skills are embedded across the strands.

(A) Computational thinking. Students break down the problem-solving process into four steps: decomposition, pattern recognition, abstraction, and algorithms.

(B) Creativity and innovation. Students use innovative design processes to develop solutions to problems. Students plan a solution, create the solution, test the solution, iterate, and debug the solution as needed, and implement a completely new and innovative product.

(C) Data literacy, management, and representation. Students collect, organize, manage, analyze, and publish various types of data for an audience.

(D) Digital citizenship. Students practice the ethical and effective application of technology and develop an understanding of cybersecurity and the impact of a digital footprint to become safe, productive, and respectful digital citizens.

(E) Practical technology concepts. Students build their knowledge of software applications and hardware focusing on keyboarding and use of applications and tools. Students also build their knowledge and use of technology systems, including integrating the use of multiple applications.

(3) The technology applications TEKS can be integrated into all content areas and can support stand-alone courses. Districts have the flexibility of offering technology applications in a variety of settings, including through a stand-alone course or by integrating the technology applications standards in the essential knowledge and skills for one or more courses or subject areas.

(4) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) Computational thinking--foundations. The student explores the core concepts of computational thinking, a set of problem-solving processes that involve decomposition, pattern recognition, abstraction, and algorithms. The student is expected to:

(A) decompose story problems into smaller, manageable subproblems and discuss and document various solutions to the problems;

(B) identify patterns in story problems and make predictions based on the pattern;

(C) communicate design plans and solutions using a variety of options; and

(D) debug algorithms (set of procedures) by identifying and removing errors.

(2) Computational thinking--applications. The student applies the fundamentals of computer science. The student is expected to:

(A) use variables within a program to modify data; and

(B) use a design process to create programs that include sequences, loops, and conditionals to express ideas or address a problem.

(3) Creativity and innovation--innovative design process. The student takes an active role in learning by using a design process to solve authentic problems for a local or global audience, using a variety of technologies. The student is expected to:

(A) explain the importance of and demonstrate personal skills and behaviors, including problem solving and questioning, effective communication, following directions, mental agility, and metacognition, that are needed to implement a design process successfully; and

(B) apply an appropriate design process that includes components to improve processes and refine original products for authentic problems.

(4) Creativity and innovation--emerging technologies. The student demonstrates an understanding that technology is dynamic and impacts different communities. The student is expected to identify examples of emerging technologies.

(5) Data literacy, management, and representation--collect data. The student uses digital strategies to collect and identify data. The student is expected to:

(A) classify numerical and non-numerical data; and

(B) identify and collect data by using various search strategies, including two or more keywords within specific parameters.

(6) Data literacy, management, and representation--organize, manage, and analyze data. The student uses data to answer questions. The student is expected to use digital tools to transform and make inferences about data to answer a question.

(7) Data literacy, management, and representation--communicate and publish results. The student communicates data through the use of digital tools to inform an audience. The student is expected to use digital tools to communicate results of an inquiry to inform an intended audience.

(8) Digital citizenship--social interactions. The student understands different styles of digital communication and that a student's actions online can have a long-term impact. The student is expected to:

(A) describe how information retained online creates a permanent digital footprint;

(B) describe appropriate digital etiquette for various forms of digital communication such as text, email, and online chat; and

(C) demonstrate appropriate digital etiquette for various forms of digital collaboration such as shared documents, video conferencing, and other platforms.

(9) Digital citizenship--ethics and laws. The student recognizes and practices responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:

(A) demonstrate adherence to local acceptable use policy (AUP) and explain the importance of responsible and ethical technology use;

(B) describe the rights and responsibilities of a creator, define copyright law, and explain how copyright law applies to creative work; and

(C) create citations for digital forms of media with assistance.

(10) Digital citizenship--privacy, safety, and security. The student practices safe, legal, and ethical digital behaviors to become a socially responsible digital citizen. The student is expected to:

(A) demonstrate account safety, including creating a strong password and logging off devices, and explain the importance of these practices;

(B) identify and discuss types of data collection tools such as cookies, pop-ups, smart devices, and unsecured networks and explain why it is important to maintain digital privacy; and

(C) discuss and explain how to respond to cyberbullying, including advocating for self and others.

(11) Practical technology concepts--processes. The student engages with technology systems, concepts, and operations. The student is expected to:

(A) evaluate and choose applications for relevance to an assigned task; and

(B) perform software application functions such as outline options, bulleting, and numbering lists, and perform editing functions such as finding and replacing.

(12) Practical technology concepts--skills and tools. The student selects appropriate methods or techniques for an assigned task and identifies and solves simple hardware and software problems using common troubleshooting strategies. The student is expected to:

(A) communicate an understanding of terminology related to virtual systems such as video conferencing, augmented reality, and virtual reality environments;

(B) evaluate where and how to save, including the use of appropriate naming conventions and effective file management strategies and folder structures;

(C) demonstrate proper touch keyboarding techniques with speed and accuracy and ergonomic strategies such as correct hand and body positions;

(D) identify and practice using cross-curricular symbols or other input device shortcuts on a keyboard; and

(E) use troubleshooting strategies to solve minor technical problems with hardware and software such as restarting software or rebooting hardware.

Grade 5

(1) Technology includes data communication, data processing, and the devices used for these tasks locally and across networks. Learning to apply these technologies motivates students to

develop critical-thinking skills, higher-order thinking, and innovative problem solving. Technology applications incorporates the study of digital tools, devices, communication, and programming to empower students to apply current and emerging technologies in their careers, their education, and beyond.

(2) The technology applications Texas Essential Knowledge and Skills (TEKS) consist of five strands that prepare students to be literate in technology applications by Grade 8: computational thinking; creativity and innovation; data literacy, management, and representation; digital citizenship; and practical technology concepts. Communication and collaboration skills are embedded across the strands.

(A) Computational thinking. Students break down the problem-solving process into four steps: decomposition, pattern recognition, abstraction, and algorithms.

(B) Creativity and innovation. Students use innovative design processes to develop solutions to problems. Students plan a solution, create the solution, test the solution, iterate, and debug the solution as needed, and implement a completely new and innovative product.

(C) Data literacy, management, and representation. Students collect, organize, manage, analyze, and publish various types of data for an audience.

(D) Digital citizenship. Students practice the ethical and effective application of technology and develop an understanding of cybersecurity and the impact of a digital footprint to become safe, productive, and respectful digital citizens.

(E) Practical technology concepts. Students build their knowledge of software applications and hardware focusing on keyboarding and use of applications and tools. Students also build their knowledge and use of technology systems, including integrating the use of multiple applications.

(3) The technology applications TEKS can be integrated into all content areas and can support stand-alone courses. Districts have the flexibility of offering technology applications in a variety of settings, including through a stand-alone course or by integrating the technology applications standards in the essential knowledge and skills for one or more courses or subject areas.

(4) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills

(1) Computational thinking--foundations. The student explores the core concepts of computational thinking, a set of problem-solving processes that involve decomposition, pattern recognition, abstraction, and algorithms. The student is expected to:

(A) decompose a real-world problem into smaller, manageable subproblems using graphic organizers such as learning maps, concept maps, or other representations of data;

(B) identify patterns in real-world problems and make predictions based on the pattern;

(C) design and create an outline collaboratively that documents a problem, possible solutions, and an expected timeline for the development of a coded solution; and

(D) compare multiple algorithms for the same task and determine which algorithm is the most appropriate for that task.

(2) Computational thinking--applications. The student applies the fundamentals of computer science. The student is expected to:

(A) use variables within a program to store and modify data;

(B) use a design process to create block-based programs that include sequences, loops, conditionals, and events to solve an everyday problem; and

(C) analyze a code and how the code may be reused to develop new or improved programs.

(3) Creativity and innovation--innovative design process. The student takes an active role in learning by using a design process to solve authentic problems for a local or global audience, using a variety of technologies. The student is expected to:

(A) explain the importance of and demonstrate personal skills and behaviors, including persistence, effective communication, following directions, mental agility, metacognition, problem solving and questioning, that are needed to implement a design process successfully; and

(B) apply an appropriate design process that includes components to generate multiple solutions for an authentic problem and develop original products.

(4) Creativity and innovation--emerging technologies. The student demonstrates an understanding that technology is dynamic and impacts different communities. The student is expected to predict how emerging technologies may impact different communities.

(5) Data literacy, management, and representation--collect data. The student uses digital strategies to collect and identify data. The student is expected to:

(A) identify and collect quantitative and qualitative data with digital tools; and

(B) identify keyword(s), Boolean operators, and limiters within provided search strategies.

(6) Data literacy, management, and representation--organize, manage, and analyze data. The student uses data to answer questions. The student is expected to use digital tools to analyze and transform data and make inferences to answer questions.

(7) Data literacy, management, and representation--communicate and publish results. The student communicates data through the use of digital tools to inform an audience. The student is expected to use digital tools to communicate and display data using appropriate visualization to inform an intended audience.

(8) Digital citizenship--social interactions. The student understands different styles of digital communication and that a student's actions online can have a long-term impact. The student is expected to:

(A) identify the components of a digital footprint such as online activity, game use, or social media platforms;

(B) describe appropriate digital etiquette for addressing different audiences such as peers, teachers, and other adults; and

(C) apply appropriate digital etiquette for collaborating with different audiences such as peers, teachers, and other adults.

(9) Digital citizenship--ethics and laws. The student recognizes and practices responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:

(A) demonstrate adherence to local acceptable use policy (AUP) and explain the importance of responsible and ethical technology use;

(B) describe the purpose of copyright law and the possible consequences for inappropriate use of digital content; and

(C) create citations for digital forms of media with assistance.

(10) Digital citizenship--privacy, safety, and security. The student practices safe, legal, and ethical digital behaviors to become a socially responsible digital citizen. The student is expected to:

(A) discuss cybersecurity strategies such as using a secured internet connection to protect digital information;

(B) discuss how data collection technology is used to track online navigation and identify strategies to maintain digital privacy and security; and

(C) discuss and identify how interactions can escalate online and explain ways to stand up to cyberbullying, including advocating for self and others.

(11) Practical technology concepts--processes. The student engages with technology systems, concepts, and operations. The student is expected to:

(A) identify file types for text, graphics, and multimedia files; and

(B) perform software application functions, including inserting or deleting text and images and formatting tools or options.

(12) Practical technology concepts--skills and tools. The student selects appropriate methods or techniques for an assigned task and identifies and solves simple hardware and software problems using common troubleshooting strategies. The student is expected to:

(A) describe and evaluate operating systems, learning management systems, virtual systems, and network systems such as internet, intranet, wireless network, and short-range wireless technology;

(B) organize files using appropriate naming conventions and folder structures;

(C) demonstrate proper touch keyboarding techniques with increasing speed and accuracy and ergonomic strategies such as correct hand and body positions;

(D) demonstrate keyboard or other input device shortcuts with fluency; and

(E) use help sources to research application features and solve software issues

Grade 6

(1) The technology applications curriculum has six strands based on the National Educational Technology Standards for Students (NETS•S) and performance indicators developed by the International Society for Technology in Education (ISTE): creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts.

(2) Through the study of technology applications, students make informed decisions by understanding current and emerging technologies, including technology systems, appropriate digital tools, and personal learning networks. As competent researchers and responsible digital citizens, students use creative and computational thinking to solve problems while developing career and college readiness skills.

(3) 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.

(c) Knowledge and skills.

(1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. The student is expected to:

(A) identify, create, and use files in various formats such as text, raster and vector graphics, video, and audio files;

(B) create original works as a means of personal or group expression;

(C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results; and

(D) discuss trends and possible outcomes.

(2) Communication and collaboration. The student collaborates and communicates both locally and globally to reinforce and promote learning. The student is expected to:

(A) participate in personal learning networks to collaborate with peers, experts, or others using digital tools such as blogs, wikis, audio/video communication, or other emerging technologies;

- (B) communicate effectively with multiple audiences using a variety of media and formats; and
- (C) read and discuss examples of technical writing.
- (3) Research and information fluency. The student acquires, analyzes, and manages content from digital resources. The student is expected to:
 - (A) create a research plan to guide inquiry;
 - (B) discuss and use various search strategies, including keyword(s) and Boolean operators;
 - (C) select and evaluate various types of digital resources for accuracy and validity; and
 - (D) process data and communicate results.
- (4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to:
 - (A) identify and define relevant problems and significant questions for investigation;
 - (B) plan and manage activities to develop a solution, design a computer program, or complete a project;
 - (C) collect and analyze data to identify solutions and make informed decisions;
 - (D) use multiple processes and diverse perspectives to explore alternative solutions;
 - (E) make informed decisions and support reasoning; and
 - (F) transfer current knowledge to the learning of newly encountered technologies.
- (5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to:
 - (A) understand copyright principles, including current laws, fair use guidelines, creative commons, open source, and public domain;
 - (B) practice ethical acquisition of information and standard methods for citing sources;
 - (C) practice safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette, and acceptable use of technology; and
 - (D) understand the negative impact of inappropriate technology use, including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy such as software, music, video, and other media.
- (6) Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations. The student is expected to:
 - (A) (A) define and use current technology terminology appropriately
 - (B) select technology tools based on licensing, application, and support;
 - (C) identify, understand, and use operating systems;
 - (D) understand and use software applications, including selecting and using software for a defined task;
 - (E) identify, understand, and use hardware systems;
 - (F) understand troubleshooting techniques such as restarting systems, checking power issues, resolving software compatibility, verifying network connectivity, connecting to remote resources, and modifying display properties;
 - (G) demonstrate effective file management strategies such as file naming conventions, location, backup, hierarchy, folder structure, file conversion, tags, labels, and emerging digital organizational strategies;
 - (H) discuss how changes in technology throughout history have impacted various areas of study;
 - (I) discuss the relevance of technology as it applies to college and career readiness, life-long learning, and daily living;
 - (J) use a variety of local and remote input sources;

- (K) use keyboarding techniques and ergonomic strategies while building speed and accuracy;
- (L) create and edit files with productivity tools, including:
 - (i) a word processing document using digital typography standards such as page layout, font formatting, paragraph formatting, and list attributes;
 - (ii) a spreadsheet workbook using basic computational and graphic components such as basic formulas and functions, data types, and chart generation;
 - (iii) a database by manipulating components such as entering and searching for relevant data;
- and
 - (iv) a digital publication using relevant publication standards;
- (M) plan and create non-linear media projects using graphic design principles; and
- (N) integrate two or more technology tools to create a new digital product

Pedagogy and Professional Responsibilities Standards, EC-6

(a) Early Childhood-Grade 6 pedagogy and professional responsibilities (PPR) standards. The PPR standards identified in this section are targeted for classroom teachers of students in Early Childhood-Grade 6. The standards address the discipline that deals with the theory and practice of teaching to inform skill-based training and development. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the Commissioner's Teacher Standards in 19 TAC Chapter 149 of this title (relating to Commissioner's Rules Concerning Educator Standards).

(b) Instructional Planning and Delivery. Early Childhood-Grade 6 classroom teachers demonstrate understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes learning relevant for today's learners. Early Childhood-Grade 6 classroom teachers must:

- (1) develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes;
- (2) effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement;
- (3) connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities;
- (4) plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn;
- (5) use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students;
- (6) differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans;

- (7) plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning;
- (8) integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts;
- (9) ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction;
- (10) encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals;
- (11) set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems;
- (12) provide opportunities for students to engage in individual and collaborative critical thinking and problem solving;
- (13) monitor and assess students' progress to ensure that their lessons meet students' needs;
- (14) provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts; and
- (15) adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(c) Knowledge of Student and Student Learning. Early Childhood-Grade 6 classroom teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs. Early Childhood-Grade 6 classroom teachers must:

- (1) create a community of learners in an inclusive environment that views differences in learning and background as educational assets;
- (2) connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts;
- (3) understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources;
- (4) understand the role of language and culture in learning and know how to modify their practice to support language acquisition so that language is comprehensible and instruction is fully accessible;
- (5) understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills; and
- (6) identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(d) Content Knowledge and Expertise. Early Childhood-Grade 6 classroom teachers exhibit an understanding of content, discipline, and related pedagogy as demonstrated

through the quality of the design and execution of lessons and the ability to match objectives and activities to relevant state standards. Early Childhood-Grade 6 classroom teachers must:

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

(2) identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas;

(3) keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline;

(4) organize curriculum to facilitate student understanding of the subject matter;

(5) understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions;

(6) promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners;

(7) teach both the key content knowledge and the key skills of the discipline; and

(8) make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

(e) Learning Environment. Early Childhood-Grade 6 classroom teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning. Early Childhood-Grade 6 classroom teachers must:

(1) embrace students' backgrounds and experiences as an asset in their learning;

(2) maintain and facilitate respectful, supportive, positive, and productive interactions with and among students;

(3) establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences;

(4) create a physical classroom set-up that is flexible and accommodates the different learning needs of students;

(5) implement behavior management systems to maintain an environment where all students can learn effectively;

(6) maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning;

(7) maximize instructional time, including managing transitions;

(8) manage and facilitate groupings in order to maximize student collaboration, participation, and achievement; and

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

(f) Data-Driven Practices. Early Childhood-Grade 6 classroom teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed. Early Childhood-Grade 6 classroom teachers must:

(1) gauge student progress and ensure mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning;

(2) analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning; and

(3) design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

(g) Professional Practices and Responsibilities. Early Childhood-Grade 6 classroom teachers consistently hold themselves to a high standard for individual development, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity. Early Childhood-Grade 6 classroom teachers must:

(1) reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement;

(2) seek out feedback from supervisor, coaches, and peers and take advantage of opportunities for job-embedded professional development;

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

(4) communicate consistently, clearly, and respectfully with all members of the campus community, administrators, and staff; and

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

Appendix B: Learning experiences at WCOE

Clinical experiences at the WCOE, including both initial clinical experiences (e.g., classroom observations) and clinical teaching, are an essential part of the professional preparation program. Clinical experiences vary across many WCOE undergraduate programs and are designed and implemented through collaboration with school district and community partners. WCOE teacher candidates gain essential knowledge, skills, and dispositions through observations and teaching opportunities in a wide variety of diverse settings (e.g., urban/rural, SES, special needs, race/ethnicity). WCOE believes in gradual release of responsibilities and exposes and evaluates teacher candidates throughout the program so as to provide them with the best learning

experience. Below are the assessments that are used across courses and programs to effectively monitor teacher candidates' progress.

Dispositions

Candidates in the teacher education program are evaluated on their dispositions towards the 10 In TASC standards three times (beginning, middle, end) during their program in Educational Psychology, Professional Methods Block A, and Clinical Teaching in the following areas:

- Candidates respect learners' differing strengths and needs and are committed to using this information to further each learner's development.
- Candidates believe that all learners can achieve at high levels and persist in helping each learner reach his/her full potential.
- Candidates are committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- Candidates realize that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field.
- Candidates value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
- Candidates are committed to using multiple types of assessment processes to support, verify, and document learning.
- Candidates respect learners' diverse strengths and needs and are committed to using this information to plan effective instruction.
- Candidates are committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- Candidates take responsibility for student learning and use ongoing analysis and reflection to improve planning and practice.
- Candidates actively share responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

Candidates are evaluated by faculty in those courses at a developing, beginning, and mastery level of competency as determined by the academic committee on program quality. The evaluation is based upon evidence gathered through classroom participation, assignments, observed field experiences and unit planning.

Co-Teaching

WCOE adopts a co-teaching model for the candidates during their clinical experiences. These strategies include the following:

- One Teach, One Observe — One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation.
- One Teach, One Assist — One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.
- Station Teaching — The co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Of-ten an independent station will be used.

- Parallel Teaching — Each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of the student to teacher ratio.
- Supplemental Teaching — This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated.
- Alternative/Differentiated Teaching — Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is different.
- Team Teaching — Well-planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a student’s perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. (Adapted from Cook & Friend (1995))

Appendix B: Required assignment/standard alignment matrix

Assignment/Module/ Course Activities	Standard or Competency
Module 1 Constructed Response Assignment	<ul style="list-style-type: none"> ● <i>The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.</i> <ul style="list-style-type: none"> ○ Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS). ○ Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills. ○ Understands and uses social studies terminology correctly. ○ Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and communities; sharing; following routines; working cooperatively in groups) ○ Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ 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.
Module 2 Constructed Response Assignment	<ul style="list-style-type: none"> • <i>The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.</i> <ul style="list-style-type: none"> ○ Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS). ○ Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills. ○ Understands and uses social studies terminology correctly. ○ Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and

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

Assignment/Module/ Course Activities	Standard or 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. ○ 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

Assignment/Module/ Course Activities	Standard or Competency
	<p>and disadvantages, choosing and implementing solutions, and assessing the solutions' effectiveness.</p> <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).

Assignment/Module/ Course Activities	Standard or Competency
	<ul style="list-style-type: none"> ○ 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
Module 4 Constructed Response Assignment	<ul style="list-style-type: none"> • Uses a variety of formal and informal assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English-language learners and students with special needs.
Module 5 Constructed Response Assignment	<ul style="list-style-type: none"> • <i>The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.</i> <ul style="list-style-type: none"> ○ Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS). ○ Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from grade level to grade level, including prerequisite knowledge and skills. ○ Understands and uses social studies terminology correctly. ○ Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and communities; sharing; following routines; working cooperatively in groups) ○ Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Selects and applies current technology as a tool for teaching and communicating social studies concepts. ○ Selects and uses effective instructional strategies, activities, technologies and materials to promote students' knowledge and skills in the social sciences. ○ Understands how to promote students' use of social science skills, vocabulary and research tools, including currently available technological tools. ○ Applies instruction that relates skills, concepts and ideas across different social science disciplines.

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

Assignment/Module/ Course Activities	Standard or Competency
	<p>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.</p> <ul style="list-style-type: none"> ○ Demonstrates an understanding of basic concepts of culture and the processes of cultural adaptation, diffusion and exchange. ○ Applies knowledge and analyzes the effects of scientific, mathematical and technological innovations on political, economic, social and environmental developments as they relate to daily life in Texas, the United States and the world. ○ Demonstrates an understanding of historical information and ideas in relation to other disciplines. ○ Demonstrates an understanding of how to formulate historical research questions and use appropriate procedures to reach supportable judgments and conclusions in the social sciences. ○ Demonstrates an understanding of historical research and knows how historians locate, gather, organize, analyze and report information by using standard research methodologies. ○ Knows the characteristics and uses of primary and secondary sources for historical research (e.g., databases, maps, photographs, media services, the Internet, biographies, interviews, questionnaires, artifacts); analyzes historical information from primary and secondary sources; understands and evaluates information in relation to bias, propaganda, point of view and frame of reference. ○ Applies and evaluates the use of problem-solving processes, gathering of information, listing and considering options, considering advantages and disadvantages, choosing and implementing solutions and assessing the effectiveness of solutions.

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

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

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. <ul style="list-style-type: none"> • <i>The teacher understands and applies knowledge of geographic relationships involving people, places and environments in Texas, the United States and the world; the teacher also understands and applies knowledge of cultural development, adaptation, diversity and interactions among science, technology and society as defined by the Texas Essential Knowledge and Skills (TEKS).</i> <ul style="list-style-type: none"> ○ Analyzes and applies knowledge of key concepts in geography (e.g., location, distance, region, grid systems) and knows the locations and the human and physical characteristics (e.g., culture, diversity) of places and regions in Texas, the United States and the world. ○ Analyzes ways that location (absolute and relative) affects people, places and environments (e.g., the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils and timber).

Assignment/Module/ Course Activities	Standard or Competency
	<ul style="list-style-type: none"> ○ Analyzes how geographic factors have influenced the settlement patterns, economic development, political relationships and historical and contemporary societies, including those of Texas, the United States and the world. ○ Demonstrates an understanding of physical processes (e.g., erosion, deposition, weathering; plate tectonics; sediment transfer; flows and exchanges of energy and matter in the atmosphere that produce weather and climate; weather patterns) and their effects on environmental patterns. ○ Analyzes how humans adapt to, use and modify the physical environment and how the physical characteristics of places and human modifications to the environment affect human activities and settlement patterns. ○ Demonstrates an understanding of the physical environmental characteristics of Texas, the United States and the world, past and present, and analyzes how humans have adapted to and modified the environment. ○ Examines how developments in science and technology affect the physical environment; the growth of economies and societies; and definitions of, access to and the use of physical and human resources. ○ Creates and interprets maps of places and regions that contain map elements, draws sketch maps that illustrate various places and regions, and uses the compass rose, grid system and symbols to locate places on maps and globes.
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.

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

Assignment/Module/ Course Activities	Standard or Competency
	<ul style="list-style-type: none"> ○ Understands and applies the purpose of rules and laws; the relationship between rules, rights and responsibilities; the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the United States Constitution; and the individual's role in making and enforcing rules and ensuring the welfare of society. ○ Understands the basic structure and functions of the United States government, the Texas government and local governments (including the roles of public officials); the relationships among national, state and local governments; and how local, state and national government services are financed. ○ Demonstrates knowledge of key principles and ideas contained in major political documents of Texas and the United States (e.g., the Declaration of Independence, United States Constitution, Texas Constitution) and of relationships among political documents. ○ Demonstrates an understanding of how people organized governments in colonial America and during the early development of Texas. ○ Understands the political processes in the United States and Texas and how the United States political system works. ○ Demonstrates knowledge of types of government (e.g., democratic, totalitarian, monarchical) and their respective levels of effectiveness in meeting citizens' needs (e.g., reasons for limiting the power of government, record of human rights abuses by limited and unlimited governments). ○ Understands the formal and informal processes of changing the United States and Texas 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.

Assignment/Module/ Course Activities	Standard or Competency
	<ul style="list-style-type: none"> ○ Demonstrates knowledge of important customs, symbols, landmarks and celebrations that represent American and Texan beliefs and principles and contribute to national unity. ○ Analyzes the relationships between individual rights, responsibilities and freedoms in democratic societies. ○ Applies knowledge of the rights and responsibilities of citizens and nonprofit and civic groups in Texas and the United States, past and present, and understands characteristics of good citizenship (e.g., community service) as exemplified by historical and contemporary figures. ○ Understands how the nature, rights and responsibilities of citizenship vary among societies.
Module 8 Constructed Response Assignment	<ul style="list-style-type: none"> • <i>The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.</i> <ul style="list-style-type: none"> ○ Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS). ○ Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills (TEKS) from 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. ○ Communicates the value of social studies education to students, parents/caregivers, colleagues and the community. • <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-

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

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

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

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

Assignment/Module/ Course Activities	Standard or Competency
	<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 ○ 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>

Assignment	Course Objectives - (CO #)	WCOE Standard (WCOE #) EC-6 Competency (EC6C #)
Intro Technology Assignment TEK Technology Assignment	CO #1,10	WCOE #1,4,5 EC6C #1,3,4,6 Applicable Teks/Tech Standards
Quiz #1 Quiz #2	CO #1,3,10	WCOE #1,4,5,6,8 EC6C #1,6 Applicable Teks/Tech Standards
Vertical Alignment Assignment	CO #1	WCOE #1,4,5, EC6C #1,2,3,4,5,6 Applicable Teks/Tech Standards
Multicultural Mini Teaching	CO #2,4,5,7,8,10	WCOE #1,2,4,5,7,8, EC6C #1,2,6 Applicable Teks/Tech Standards
Lesson Plan and Reflection	CO #2,4,5,7,8	WCOE #1,2,4,5,6,7,8,10 EC6C #1,2,3,4,5,6 Applicable Teks/Tech Standards TT #1-6, PPR-All
Classroom Observation	CO #2,6,7,8,9	WCOE #1,2,3,4,5,6,7,8,10 EC6C #1,2,3,4,5,6 TT #1-6, PPR-All
Data Analysis using Technology	CO #3,8,10	WCOE #4,6,8 EC6C #1,2,3,4,5,6
Station Assignment Differentiation Assignment	CO #1,2,5,6,8	WCOE #1,4,5, EC6C #1,2,6 Applicable Teks/Tech Standards
Quiz #3 Quiz #4	CO #1,3,4,6,9	WCOE #1,2,3,5,7,8,9,10 EC6C #1,2,6

Assignment	Course Objectives - (CO #)	WCOE Standard (WCOE #) EC-6 Competency (EC6C #)
Fraction Assignment	CO #1,3,4,10	WCOE #2,4,5,6,10 EC6C #1,2,6 Applicable Teks/Tech Standards
Final Exam	CO #1,2,3	WCOE #1,2,3,4,5,7,8,10 EC6C #1,2,3,4,5,6
Field Experience	CO #1,2,3,4,6,9,10	WCOE #1,2,3,4,5,6,7,8,9,10 EC6C #1,2,3,4,5,6 Applicable Teks/Tech Standards
In Class Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning, exploration, and role playing	CO #1,2,3,4,5,6,7,8,9,10	WCOE #1,2,3,4,5,6,7,8,9,10 EC6C #1,2,3,4,5,6 Applicable Teks/Tech Standards TT #1-6, PPR-All