Department of Curriculum & Instruction

College of Education and Health Professions

ELED 4314  Teaching Social Studies in Early and Elementary Education  

Fall 2014

Instructor Information:

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Faculty Profile: https://www.uta.edu/mentis/public/#profile/profile/edit/id/9578/category/1

Course Web Site: http://elearn.uta.edu

Course Information:

Course Title: Teaching Social Studies in Early and Elementary School  
Course Number: ELED 4314.001  
Semester: Fall, 2014  
Course Location and Time: CH 106  Tues. 2 PM—3:50 PM

Catalog Description:

Examination of materials methods, content, and assessment learning experiences associated with elementary social studies. Content areas include history, geography, economics, government, citizenship, culture, science, technology and society. Opportunities to demonstrate applications in field settings. Course will also address the instructional needs and appropriate assessment of all students in inclusive, multicultural, and multilingual classrooms for this content area. One full day per week on an elementary campus

Course Prerequisites:

This course is taken in the fall of the senior year concurrently with ELED 4311, 4312 and BEEP 4384. Prerequisites: EDUC 4316, ELED 4317, ECED 4313, ELED 4321, ECTC 4301, and BEEP 4306
**Textbook(s) and Materials:**

A copy of the Texas Essential Knowledge and Skills (TEKS) for K- grade 6 in social studies. (http://ritter.tea.state.tx.us/rules/tac/chapter113/index.html)
See Appendix.

- The College of Education and Health Professions is pleased to announce the adoption of Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. As with other course materials, you will need to subscribe to the program for a one-time only, non-refundable cost of $100. You may purchase your subscription online from a link provided on the system’s Web site or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit http://www.uta.edu/coehp/tk20 for more information.

**Learning Outcomes:**
*At the conclusion of this course the successful student will:*

As a result of reading, listening, discussing, observing, and writing, students will:

1. Discuss the role of the social studies in American public education
2. Identify subject areas included in the social studies
3. Discuss basic instructional principles and strategies in social studies
4. Plan social studies instruction using EC-6 Social Studies TEKS

**University Mission:**

The mission of *The University of Texas at Arlington* is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor’s, master’s, doctoral and non-degree continuing education programs.

**College Mission:**

The mission of the *UTA College of Education* is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

Core Values:
• Effective teaching
• Active learning
• Quality research
• Meaningful service

**College Conceptual Framework:**

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.

*Partners for the Future* serves as the theme of the College of Education and Health Professions and epitomizes the understanding that it takes a village of partners to insure the future of education for all.

**National Standards:**

*Association for Childhood Education International Standards:*

**Standard 2.4** Social studies --- Candidates know, understand, and use the major concepts and modes of inquiry from the social studies – the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

Candidates use the major concepts and modes of inquiry from the social studies to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

**State Domains and Competencies:**

**DOMAIN III—SOCIAL STUDIES**

**SOCIAL STUDIES GENERALIST EC–6 STANDARDS**

**Standard I.** The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences in society and the world.

**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 multiple historical interpretations and ideas, 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.
State Guidelines, Competencies and Professional Organizations:

State Standards and Competencies - www.sebc.state.tx.us

National Accreditation Standards - www.acei.org

Texas Essential Knowledge and Skills (TEKS) - http://www.tea.state.tx.us/teks

Texas Educator’s Code of Ethics -

University Policies:

Expectations for Out-of-Class Study:
Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 6 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Grade Grievances:
Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate / graduate catalog. http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#10

Drop Policy:
Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/ses/fao).

American with Disabilities Act (ADA):
The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX:
The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.
Academic Integrity:
All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. “Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

Student Support Services:
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Student Feedback Survey:
At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

Electronic Communication:
UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php

Final Review Week:
A period of five class days prior to the first day of final examinations n the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope.
that have a completion date during or following this week unless specified in the class syllabi. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. Classes are held as scheduled during this week and lectures and presentations may be given.

Emergency Exit Procedures:
Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

https://www.uta.edu/policy/procedure/7-6

Incomplete Work:
In the case of incomplete work, a grade of “I” can be awarded only in the event of serious circumstances that prevent completing all work.

Medical Reimbursement:
University students will be responsible for their own transportation, meals, and health care while participating in the field-based program.
• University students bear the burden of any expenses incurred in conjunction with injuries that may occur during field based classes/components, internship, and residency.
• The University will not reimburse the student for any expenses related to injuries or illness.

UTA Writing Center:
• Professionally trained tutors offer help with writing projects at any stage of the process at no cost to UTA students (http:www.uta.edu/owl/).

Departmental Policies:

Commitment to Diversity:
• In our commitment to furthering of knowledge and fulfilling our educational mission, the College of Education at UTA seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience.
• In our commitment to diversity, we welcome people from all backgrounds.
• We seek to include knowledge and values from many cultures in the curriculum.
• Dimensions of diversity shall include, but are not limited to the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, economic status, cultural orientation, national origin and age.

General Policies:
• The professor is available for telephone, e-mail or face-to-face conferences as the need arises. It is your responsibility to solicit help from the instructor. This s to be done before problems affect your grade – not after.
• The professor reserves the right to make changes in the syllabus as deemed necessary. Students will be notified of any changes.
• All borrowed material must be returned before a final grade will be reported to the university.
• Conduct yourself professionally and ethically as described by the Texas Administrative Code – Educator’s Code of Ethics
• Do not underestimate the importance of the above requirements. Earning a grade of “A” for this course requires more than earning “A’s” on all assignments; it additionally requires a demonstration of professional behaviors.
- Courses are for persons registered in the class. Visitors and **children are not permitted in class**. You are responsible for finding appropriate child care.

**Communications:**
- **UTA** is the official mode of communication for UTA.
- For questions related to the course requirements, assignments, or exams post your questions on the course Q & A Discussion Board on Blackboard.
- For questions related to grades or other questions that are personal in nature, please use the email function within Blackboard. This will come directly to my UTA email account.
- During the week you will receive a response within 24 hours from your instructor. On the weekends, expect to wait 48 hours for a response.
- All official course information and announcements will be posted on the announcement page in Blackboard.
- For questions related to using Blackboard, review the tutorial, look on the Student Resources Page or email the Help Desk at helpdesk@uta.edu.

**Electronic Devices:**
- As a courtesy to your instructor and your classmates, please silence electronic devices such as cell phones, computers and pagers.
- Texting will not be tolerated.
- Cell phones should be on ‘silent’ and vibrating feature should be turned off. A vibrating phone on a desk makes noise.
- Non-course related Internet surfing will not be tolerated
- Internet use is strictly limited to class discussions.

**EC- 6 Program Policies:**

**Attendance:**
At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I follow the following attendance below:

- Attendance is a strong indication of your commitment and professionalism; therefore, attendance will be taken and absences will be seriously considered when assigning final grades. You are expected to be on time and remain engaged during the entire class.
- Class begins promptly at the designated start time and ends when dismissed by the instructor.
- It is your responsibility to sign in before leaving class. If your leave class and did not sign in, you may not e-mail or phone to confirm your attendance. If you do not sign in, you will be counted absent.
- Absences are classified as excused if they are considered an “Authorized Absence” as defined by the UTA Undergraduate Catalog. In addition, illness of student or dependent family member must be documented by a medical professional. The medical confirmation not must contain the date and time of the illness and the medical professional’s confirmation of needed absence.
- Illnesses or injury that require a student to be absent for more than three class meetings might require students to take an “Incomplete” for the course and repeat the course at a later date.
- Three tardies (or leaving the class before class is concluded or a combination thereof) will equal one absence.
- Pregnancy is an exciting time for parents-to-be, but may require special planning when occurring during your teacher preparation courses. If you are expecting a baby during your Teacher Preparation Courses, Early Field Experiences or Student Teaching semesters, please share this with the EC-6 Program Director as early as possible. Keep in mind that federal guidelines do not recognize pregnancy as a disability; therefore, neither the public schools nor the University are required to make accommodations in your daily activities or the program’s expectations. Maternity/paternity leave is not granted. Should your pregnancy or delivery prohibit your
completion of the required time in Teacher Preparation Courses, Early Field Experiences or Student Teaching semesters UT Arlington faculty will develop a continuation plan for you. Graduation and certification can only occur when all experiences have been completed.

**Preparation:**
- In order for you to maximize the learning opportunities available on and off-campus, it is necessary that you come prepared, including having read and reflected on the required readings for each and every class. Reading assignments are important and enable students to examine beliefs, explore theories, and debate ideas with fellow students and instructor.

**Participation:**
Class participation includes but is not limited to:
- Being prepared for class (reading all assignments and having assignments ready to turn in at the beginning of class. Lack of participation gives the appearance of lack of interest and/or preparation.
- Participating in discussions both whole class and small group
- Being mentally engaged in the class lectures as well as discussions. With this requirement, students who choose to use laptop computers in class are to use them for taking notes of lecture and discussion(s).
- Answering e-mail, “surfing the web”, working on assignments for other classes on laptops during class does not demonstrate appropriate participation effort and participation grade may be affected.
- “Texting” is not appropriate during class. Your participation grade will be affected if you choose to “text” during class.
- One way we show respect is to not talk while others (the professor or fellow students) are talking. If you have difficulty demonstrating respect to the class members, your participation grade will be affected. This includes talking during demonstrations, presentations, or videos. You are expected to add depth to discussions at each meeting at the appropriate time.
- You have chosen a profession that requires a commitment to timeliness, responsibility, cooperation, teamwork, prior planning, above average writing and speaking skills, and an attitude of respect for learners with different needs, colleagues and mentors.
- Due to liability issues, consideration for other students, and developmental appropriateness, visitors and children are not permitted in class. (Guest speakers are an exception.)

**Assignments and Assessments:**
- All assignments should be submitted via the Blackboard course webpage.
- All assignments should be submitted with the designated title of the assignment.
- All assignments should be submitted using APA formatting guidelines and a cover sheet including the following: Student’s Name  
  Assignment Name  
  University of Texas at Arlington  
  Dr. Joyce E. Myers  
  Date
- Teachers must speak and write effectively; therefore, all written assignments must be in good form. Check your spelling and proofread. Points will be deducted for inappropriate content and form. As teachers, we encourage students to edit the work of classmates prior to submitting for a grade.
- Assignments submitted after the designated date and time are considered late. The instructor will deduct 10% of the value of the assignment for each day it is late.
- All assignments are due before the scheduled final examination for the course. Assignments submitted during or after the final examination will not be graded or considered in the final course grade.
- Candidates are required to attach and sign the program academic integrity statement and submit to Blackboard at the beginning of the course.
The university’s final exam schedule is available on the university web-site prior to the beginning of the academic year. Candidates are required to take the final examination for this course on the scheduled date and time.

Grades and Learning:
- No extra credit work will be given.
- Because learning is important you may be asked to reconsider and/or amend assignments completed that do not demonstrate an effective level of growth on your part.
- You will not be allowed to resubmit work that earned a low grade because the directions were not followed.

**AVID – Advancement Via Individual Determination**

AVID’s mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

The AVID Teacher Preparation Initiative collaborates with colleges and schools of education to systematically address the needs of teacher candidates enrolled in teacher education programs. AVID supports teacher candidates in their efforts to obtain teacher certification. AVID assists faculty and staff in analyzing existing curriculum and data, identifying barriers and needs, and establishing learning outcomes and assessments. When implemented with fidelity, AVID has the potential to impact the preparation and performance of teacher candidates through consistent support and professional development for faculty and staff.

At UTA, we are working with AVID on the Teacher Preparation Initiative. In particular, we are aligning our courses to include the framework WICOR: Writing, Inquiry, Collaboration, Organization, and Rigor. The syllabus and instruction in this course will involve WICOR as both an instructional and an organizational tool. We believe this will help you be better prepared to meet the needs of a diverse student population as you leave UTA and pursue your teaching career. In addition to assessment of your participation in the course, we will also be asking for your feedback as we strive to improve this partnership.

Concerns:
- Should problems or concerns arise, it is your responsibility to solicit help.
- This is to be done before problems affect your grade – not after.

**Video Recording**
- Students may record the lecture in auditory form and make notes from the recordings for their personal use only. Many cell phones have video capability but video recording is not permitted as the professor and students have not given express written consent to be videoed. (Anyone appearing in such a video would have to give written consent to having her/his image displayed in any manner.) Students may not transmit, copy, or reproduce recordings in any format or share recordings or transcriptions with others.
Academic Honesty Statement:
The following statement is to be included on the cover page of each written assignment submitted for credit in all ELED course. For assignments submitted electronically, the candidate’s name may be word-processed on the signature line. The posting of the statement with the candidate’s name through the candidate’s email, Blackboard, or TK-20 account is recognized as the candidate’s signature.

**********
On my honor, I have neither given nor received aid on this assignment. I acknowledge that misrepresenting another's work as my own is a violation of the UTA Academic Integrity Policy.

I have not submitted the attached work as an assignment for any other course or field activity.

___________________________________    ________________________________
Signature                                                                                 Date
Course Assignments:

Community Resource Project & Directory (Major Assessment in TK 20) (25%)

Goal:
Candidates will identify places/organizations in the local community of their school where children could extend learning through direct experiences. Relevant sites must be located within the communities, and accessible to all children and their families. This project is meant to extend learning through hands on learning experience that engage children in learning relevant to their daily lives and community. Be prepared to share your plan and your flyer with the class. Specific steps of the assignment and the rubric are located on the course website (elearn.uta.edu)
You must also submit the assignment through Blackboard.

Social Studies Lesson Plan (Major Assessment in TK 20) (30%)

Candidates will identify a Social Studies TEK and write a lesson plan using the EC-6 lesson plan template. Candidates will write the lesson plan for the grade level of their field placement. Candidates will teach the lesson plan to the class during their field experience placement. The lesson plan template and rubric are located on Blackboard. (elearn.uta.edu)

The Social Studies Lesson plan meets the following ACEI Standards:

ACEI Standards:

1.0 Development, Learning, and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and
approaches to learning, and create instructional opportunities that are adapted to diverse students;

3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving.

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self- motivation, and positive social interaction and to create supportive learning environments;

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

Collaborative Learning Group Activities - [10%]

- In class you will participate in a collaborative learning group.
- Groups will be formed the first week of class.
- Your participation in the Group Learning Activities and Class Discussions are expected each week.
- Group activities will include AVID strategies and a variety of cooperative learning activities.
- You must be present in class to receive credit for the group activities.

Teaching Methods Reflective Journal/Learning Log (10%) 

Candidates will keep a weekly reflective/learning log journal of the AVID strategies and other instructional strategies that are model in the course. The reflective journal should include a personal response to the implementation of the strategy as well as how the candidate could implement the strategy in an EC-6 classroom. Entries are to be submitted each week. Points will be deducted for late journal submissions.

Generalist Study Module for Social Studies (15%).

Candidates will complete a generalist study module in social studies to prepare for the TExES Generalist Exam. The module will include both short answer questions and multiple choice exams. Specific instructions are included on the course Blackboard website.

Texas History Project (10%)

In cooperative groups candidates will research and present a project on Texas history using the EC-6 TEKS. Specific directions and rubrics are located on the course Blackboard website.
**Grade Calculation:**

Final numerical valuations relate to letter grades and points as follows:

- **A = 93 – 100%** (100-93 points)
- **B = 85 – 92%** (92-85 points)
- **C = 77 – 84%** (84-77 points)
- **D = 70 – 76%** (76-70 points)
- **F = Below 70%** (69 points and below)

<table>
<thead>
<tr>
<th>Point Percentage</th>
<th>Assignment</th>
<th>Assessment Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Community Resource Project &amp; Directory</td>
<td>Summative (Rubric on Blackboard)</td>
</tr>
<tr>
<td>30</td>
<td>Social Studies Lesson Plan</td>
<td>Summative (Rubric on Blackboard)</td>
</tr>
<tr>
<td>10</td>
<td>Collaborative Learning Group Activities</td>
<td>Formative (participation in class each week)</td>
</tr>
<tr>
<td>10</td>
<td>Teaching Methods Reflective Journal</td>
<td>Formative</td>
</tr>
<tr>
<td>15</td>
<td>Generalist Study Module for Social Studies</td>
<td>Formative</td>
</tr>
<tr>
<td>10</td>
<td>Texas History Project</td>
<td>Formative (Rubric on Blackboard)</td>
</tr>
</tbody>
</table>

**Total 100 Points**
### Tentative Schedule of Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Chapter</th>
<th>Assignment/Activity</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong></td>
<td>Syllabus Review</td>
<td>Group Assignments AVID strategies</td>
<td>Academic Integrity Statement</td>
</tr>
<tr>
<td>Aug. 26</td>
<td>TEKS Review</td>
<td>Set group norms</td>
<td></td>
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<tr>
<td></td>
<td>Defining Social Studies Resources</td>
<td>Get One—Give One</td>
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<tr>
<td></td>
<td>AVID Review</td>
<td>Learning Log Graphic Organizer</td>
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<td></td>
<td><strong>Learning Logs are due each Friday.</strong></td>
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<td>Bring an advertisement to the next class.</td>
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<tr>
<td><strong>Week 2:</strong></td>
<td>Chapters 1, 2, &amp; 12</td>
<td>Community Resource Project instructions</td>
<td>Bring rubrics to class.</td>
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<tr>
<td>Sept 2</td>
<td>Field Trips in Social Studies</td>
<td>Social Studies Lesson Plan instructions</td>
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<td></td>
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<td>Parking Lot</td>
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<td>Concept Map</td>
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<tr>
<td><strong>Week 3:</strong></td>
<td>Democratic Citizenship Chapter 3</td>
<td>&quot;Citizen Me&quot;</td>
<td>Bring notes on Community Resource Assignment</td>
</tr>
<tr>
<td>Sept 9</td>
<td>September 11</td>
<td></td>
<td>Be prepared to discuss the district S.S. curriculum.</td>
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<tr>
<td><strong>Week 4:</strong></td>
<td>Chapter 8</td>
<td>Review district social studies text/curriculum for your grade levels.</td>
<td>Social Studies Observation form is due</td>
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<tr>
<td>Sept 16</td>
<td>Planning Lessons</td>
<td></td>
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<tr>
<td>Week 5:</td>
<td>Constitutional Day</td>
<td>One Pager</td>
<td>Lesson Plan Draft</td>
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<tr>
<td>Sept 23</td>
<td>History, Geography. &amp; the Social Sciences Ch. 4</td>
<td>Peer review of lesson plan draft</td>
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<tr>
<td>Sept 30</td>
<td>History, Geography. &amp; the Social Sciences Ch. 4</td>
<td>AVID strategies</td>
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<tr>
<td>Oct 7</td>
<td>Maps, Globes, Charts, &amp; Graphics Ch. 4 &amp; Ch. 5</td>
<td>Timeline Organizer Celebrate Your History Community Resource Assignment Due</td>
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<tr>
<td>Oct. 14</td>
<td>Maps, Globes, Charts, &amp; Graphics Ch. 4 &amp; Ch. 5</td>
<td>AVID strategies</td>
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<tr>
<td>Oct. 21</td>
<td>Current Events &amp; Public Issues Ch. 6 Columbus Day</td>
<td>“I Am”….activity Group meeting Backward Planning organizer</td>
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<tr>
<td>Oct. 28</td>
<td>Online Class Group Meetings</td>
<td>Discussion board Lesson Plan is due</td>
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<tr>
<td>Nov. 4</td>
<td>Economic and the TEKS</td>
<td>AVID strategies Group meeting</td>
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<td>Nov. 11</td>
<td>Culture and the TEKS</td>
<td>AVID strategies The Color of Us Group meeting</td>
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<tr>
<td>Nov. 18</td>
<td>Social Studies Skills Science, Technology, and Society</td>
<td>TX History Presentations</td>
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</table>
Thanksgiving

| Dec. 2 | TX History Presentations | All lesson plan reflections due. All Generalist Study Modules are due. |

**Tentative lecture/topic schedule:**

The Professor reserves the right to modify and or adjust the assignments and/or lecture schedule as deemed necessary or appropriate in order to maximize learning. The Professor will inform students of any changes.

Faculty members should feel free to incorporate any of the following information into your course syllabus or other course materials.

- Library Home Page ............................................ [http://www.uta.edu/library](http://www.uta.edu/library)
- Subject Guides .................................................. [http://libguides.uta.edu](http://libguides.uta.edu)
- Course Reserves ............................................... [http://pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)
- Connecting from Off-Campus ............................... [http://libguides.uta.edu/offcampus](http://libguides.uta.edu/offcampus)
- Ask A Librarian .................................................. [http://ask.uta.edu](http://ask.uta.edu)

The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: [http://www.uta.edu/library/services/distance.php](http://www.uta.edu/library/services/distance.php).

The subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit [http://libguides.uta.edu/os](http://libguides.uta.edu/os) and [http://libguides.uta.edu/pols2311fm](http://libguides.uta.edu/pols2311fm). If you have any questions, please feel free to contact Suzanne Beckett, at [sbeckett@uta.edu](mailto:sbeckett@uta.edu) or at 817.272.0923.

**Emergency Phone Numbers:** In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial **911**. For non-emergencies contact UTA PD at 817-272-3381.
Appendix—Social Studies TEKS

Chapter 113. Texas Essential Knowledge and Skills for Social Studies
Subchapter A. Elementary

Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §7.102(c)(4) and §28.002, unless otherwise noted.

§113.10. Implementation of Texas Essential Knowledge and Skills for Social Studies, Elementary, Beginning with School Year 2011-2012.

The provisions of §§113.11-113.16 of this subchapter shall be implemented by school districts beginning with the 2011-2012 school year.

Source: The provisions of this §113.10 adopted to be effective August 23, 2010, 35 TexReg 7232; amended to be effective October 17, 2011, 36 TexReg 6946.

§113.11. Social Studies, Kindergarten, Beginning with School Year 2011-2012.

(a) 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 (b) of
this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(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 identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

(b) Knowledge and skills.

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

(A) explain the reasons for national patriotic holidays such as 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, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:

(A) 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; and

(B) identify contributions of patriots and good citizens who have shaped the community.

(3) History. The student understands the concept of chronology. The student is expected to:

(A) place events in chronological order; and
(B) use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow.

(4) Geography. The student understands the concept of location. The student is expected to:
(A) use 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 tools that aid in determining location, including maps and globes.

(5) Geography. The student understands physical and human characteristics of place. The student is expected to:
(A) identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather; and
(B) identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location.

(6) Economics. The student understands that basic human needs and wants are met in many ways. 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 can be met such as through self-producing, purchasing, and trading.

(7) 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.

(8) 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.

(9) 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 make and enforce rules.

(10) 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 flags of the United States and Texas;

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

(C) identify Constitution Day as a celebration of American freedom; and

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

(11) Culture. The student understands similarities and differences among people. The student is expected to:

(A) identify similarities and differences among people such as kinship, laws, and religion; and

(B) identify similarities and differences among people such as music, clothing, and food.

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

(A) describe and explain the importance of family customs and traditions; and

(B) compare family customs and traditions.

(13) 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.

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

(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music;

(B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts; and

(C) sequence and categorize information.

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

(A) express ideas orally based on knowledge and experiences; and

(B) create and interpret visuals, including pictures and maps.
(16) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process 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; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision.

Source: The provisions of this §113.11 adopted to be effective August 23, 2010, 35 TexReg 7232.

§113.12. Social Studies, Grade 1, Beginning with School Year 2011-2012.

(a) 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 (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(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 identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

(b) 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 San Jacinto Day, Independence Day, and Veterans Day; and

(B) compare the observance of holidays and celebrations, past and present.

(2) History. The student understands how historical figures, patriots, and good citizens helped shape the community, 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 community, state, and nation;

(B) identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness; and

(C) compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation.

(3) History. The student understands the concepts of time and chronology. The student is expected to:

(A) distinguish among past, present, and future;

(B) describe and measure calendar time by days, weeks, months, and years; and

(C) create a calendar and simple timeline.

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

(A) locate places using the four cardinal directions; and

(B) describe the location of self and objects relative to other locations in the classroom and school.

(5) Geography. The student understands the purpose of 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 the community, Texas, and the United States on maps and globes.

6 Geography. The student understands various physical and human characteristics. The student is expected to:
A) identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather;
B) identify examples of and uses for natural resources in the community, state, and nation; and
C) identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location.

7 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.

8 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.

9 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.

10 Economics. The student understands the value of work. The student is expected to:
A) describe the components of various jobs and the characteristics of a job well performed; and
B) describe how specialized jobs contribute to the production of goods and services.

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

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

(B) identify and describe the roles of public officials in the community, state, and nation; and

(C) identify and describe the role of a good citizen in maintaining a constitutional republic.

(13) 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 such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship; and

(C) identify other individuals who exemplify good citizenship.

(14) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and 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 and explain the meaning of 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;

(E) explain how patriotic customs and celebrations reflect American individualism and freedom; and

(F) identify Constitution Day as a celebration of American freedom.

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

(A) describe and explain the importance of various beliefs, customs, language, and traditions of families and communities; and

(B) explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities.

(16) Science, technology, and society. The student understands how technology affects daily life, past and present. The student is expected to:
(A) describe how technology changes the ways families live;

(B) describe how technology changes communication, transportation, and recreation; and

(C) describe how technology changes the way people work.

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

(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music;

(B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts; and

(C) sequence and categorize information.

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

(A) express ideas orally based on knowledge and experiences; and

(B) create and interpret visual and written material.

(19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process 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; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.

Source: The provisions of this §113.12 adopted to be effective August 23, 2010, 35 TexReg 7232.

§113.13. Social Studies, Grade 2, Beginning with School Year 2011-2012.

(a) 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 (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(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 identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

(b) 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 the concepts of time and chronology. 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; and

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

(3) History. The student understands how various sources provide information about the past and present. The student is expected to:

(A) identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources; and

(B) describe various evidence of the same time period using primary sources such as photographs, journals, and interviews.

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

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

(B) identify historical figures such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness; and

(C) explain how people and events have influenced local community history.

(5) Geography. The student uses simple geographic tools such as maps and globes. The student is expected to:

(A) interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys; and

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

(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:

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

(B) locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes; and

(C) examine information from various sources about places and regions.

(7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:
(A) describe how weather patterns and seasonal patterns affect activities and settlement patterns;

(B) describe how natural resources and natural hazards affect activities and settlement patterns;

(C) explain how people depend on the physical environment and natural resources to meet basic needs; and

(D) identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns.

(8) 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 building roads, clearing land for urban development and agricultural use, and drilling for oil;

(B) identify positive and negative consequences of human modification of the physical environment such as the use of irrigation to improve crop yields; and

(C) identify ways people can conserve and replenish natural resources.

(9) 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 in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work.

(10) 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) examine the development of a product from a natural resource to a finished product.

(11) 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;

(B) identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community; and

(C) describe how governments tax citizens to pay for services.

(12) 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.

(13) 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 such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers, and Sojourner Truth who have exemplified good citizenship;

(C) identify other individuals who exemplify good citizenship; and

(D) identify ways to actively practice good citizenship, including involvement in community service.

(14) Citizenship. The student identifies customs, symbols, 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) identify selected patriotic songs, including "The Star Spangled Banner" and "America the Beautiful";

(C) identify selected symbols such as state and national birds and flowers and patriotic symbols such as the U.S. and Texas flags and Uncle Sam; and

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

(15) Culture. The student understands the significance of works of art in the local community. The student is expected to:

(A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage; and

(B) explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage.

(16) 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.
(17) 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 change communication, transportation, and recreation; and

(B) explain how science and technology change the ways in which people meet basic needs.

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

(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music;

(B) obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts;

(C) use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate information;

(D) sequence and categorize information; and

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

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

(A) express ideas orally based on knowledge and experiences; and

(B) create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.

(20) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process 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; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.

Source: The provisions of this §113.13 adopted to be effective August 23, 2010, 35 TexReg 7232.


(a) Introduction.
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.

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.

The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

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.

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).

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.

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: "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 identify and discuss how the actions of U.S. citizens and the local, state, and federal
governments have either met or failed to meet the ideals espoused in the founding documents.

(b) 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, Christopher Columbus, the Founding Fathers,
and Juan de Oñate, 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, religious freedom,
law, and material well-being;

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

(C) compare ways in which various other communities meet their needs.

(3) History. The student understands the concepts of time and chronology. The student is expected to:

(A) use vocabulary related to chronology, including past, present, and future times;

(B) create and interpret timelines; and

(C) apply the terms year, decade, and century to describe historical times.

(4) Geography. The student understands how humans adapt to variations in the physical environment.
The student is expected to:

(A) describe and explain variations 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;
(C) describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape;

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

(E) identify and compare the human characteristics of various regions.

(5) 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 such as the Rocky Mountains, the Mississippi River, and Austin, Texas, in relation to the local community;

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

(C) identify and use the compass rose, grid system, and symbols to locate places on maps and globes; and

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

(6) 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, saving, and donating.

(7) Economics. The student understands the concept of the free enterprise system. The student is expected to:

(A) define and identify examples of scarcity;

(B) explain the impact of scarcity on the production, distribution, and consumption of goods and services; and

(C) explain the concept of a free market as it relates to the U.S. free enterprise system.

(8) Economics. The student understands how businesses operate in the U.S. free enterprise system. The student is expected to:

(A) identify examples of how a simple business operates;

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

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

(D) explain how government regulations and taxes impact consumer costs; and
(E) identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, who have started new businesses.

(9) 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;

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

(D) explain how local, state, and national government services are financed.

(10) 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 and explain the importance of the concept of "consent of the governed" as it relates to the functions of local, state, and national government.

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

(C) identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting.

(12) Citizenship. The student understands the impact of individual and group decisions on communities in a constitutional republic. The student is expected to:

(A) give examples of community changes that result from individual or group decisions;

(B) identify examples of actions individuals and groups can take to improve the community; and

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

(13) 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.

(14) 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 compare the heroic deeds of state and national heroes, including Hector P. Garcia and James A. Lovell, and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes; and

(B) identify and analyze the heroic deeds of individuals, including military and first responders such as the Four Chaplains.

(15) Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to:

(A) identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley and their stories, poems, statues, and paintings and other examples of cultural heritage from various communities; and

(B) explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings and other examples of cultural heritage to various communities.

(16) 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 scientists and inventors, including Jonas Salk, Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, and Louis Pasteur; and

(B) identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.

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

(A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources;

(B) sequence and categorize information;

(C) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting;

(D) use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information;
(E) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps; and

(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

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

(A) express ideas orally based on knowledge and experiences;

(B) use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas; and

(C) use standard grammar, spelling, sentence structure, and punctuation.

(19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process 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; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Source: The provisions of this §113.14 adopted to be effective August 23, 2010, 35 TexReg 7232.

§113.15. Social Studies, Grade 4, Beginning with School Year 2011-2012.

(a) 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 (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(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: "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 identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

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

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

(B) identify American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano;

(C) describe the regions in which American Indians lived and identify American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo; and

(D) compare the ways of life of American Indian groups in Texas and North America before European exploration.

(2) History. The student understands the causes and effects of European exploration and colonizaiton of Texas and North America. 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 such as José de Escandón;

(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 Texians William B. Travis, James Bowie, David Crockett, George Childress, and Sidney Sherman; Tejanos Juan Antonio Padilla, Carlos Espalier, Juan N. Seguín, Plácido Benavides, and José Francisco Ruiz; Mexicans Antonio López de Santa Anna and Vicente Filisola; and non-combatants 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, including 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, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson;

(C) identify the impact of railroads on life in Texas, including changes to cities and major industries; and

(D) examine the effects upon American Indian life resulting from changes in Texas, including 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) identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II;

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

(C) identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodríguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals.

(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and

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

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

(A) describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity;

(B) identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate, and vegetation; and

(C) compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) with regions of the United States and other parts of the world.
(8) 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 explain clusters and patterns of settlement in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II;

(B) describe and explain the location and distribution of various towns and cities in Texas, past and present; and

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

(9) 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) identify 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, both governmental and private, such as economic development and the impact on habitats and wildlife as well as air and water quality.

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

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

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

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

(A) describe the development of the free enterprise system in Texas;

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

(C) give examples of the benefits of the free enterprise system such as choice and opportunity.

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

(A) explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services;
(B) explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas;

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

(D) describe the impact of mass production, specialization, and division of labor on the economic growth of Texas;

(E) explain how developments in transportation and communication have influenced economic activities in Texas; and

(F) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.

(13) Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to:

(A) identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world;

(B) identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world; and

(C) explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world.

(14) 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) identify and compare characteristics of the Spanish colonial government and the early Mexican governments and their influence on inhabitants of Texas.

(15) 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, the Texas Constitution, and other documents such as the Meusebach-Comanche Treaty;

(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).

(16) 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 San Jacinto Monument, the Alamo, and various missions;

(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.

(17) 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 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, Sam Rayburn, Henry B. González, James A. Baker III, Wallace Jefferson, and other local individuals; and

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

(18) 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.

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

(A) identify the similarities and differences among various racial, ethnic, and religious groups in Texas;

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

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

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

(C) predict how future scientific discoveries and technological innovations might affect life in Texas.

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

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

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

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

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

(E) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

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) use standard grammar, spelling, sentence structure, and punctuation.

Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process 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; and
(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Source: The provisions of this §113.15 adopted to be effective August 23, 2010, 35 TexReg 7232.

§113.16. Social Studies, Grade 5, Beginning with School Year 2011-2012.

(a) 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 (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(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: "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 identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

(b) Knowledge and skills.

(1) History. The student understands the causes and effects of European colonization in the United States 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 during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams.

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

(A) identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party;

(B) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, 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 and the development of the U.S. military.
(3) History. The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established. The student is expected to:

(A) identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation; and

(B) identify the contributions of individuals, including James Madison, and others such as George Mason, Charles Pinckney, and Roger Sherman 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;

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

(C) identify reasons people moved west;

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

(E) identify the causes of the Civil War, including sectionalism, states’ rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution;

(F) explain how industry and the mechanization of agriculture changed the American way of life; and

(G) identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups.

(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) analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, 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 of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women’s rights, military actions, and politics.

(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and

(B) translate geographic data into a variety of formats such as raw data to graphs and maps.

(7) Geography. The student understands the concept of regions in the United States. The student is expected to:

(A) describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity;

(B) describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains;

(C) locate on a map important political features such as the ten largest urban areas in the United States, the 50 states and their capitals, and regions such as the Northeast, the Midwest, and the Southwest; and

(D) locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains.

(8) 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 types of settlement and patterns of land use in the United States;

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

(C) analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present.

(9) 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, past and present, 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, past and present.

(10) 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 colonists; and

(B) identify major industries of colonial America.

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

(12) 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 business, industry, and agriculture, including the plantation system, in the United States.

(13) 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 parts 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, migration, and limited resources on the economic development and growth of the United States;

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

(E) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.

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

(A) identify and 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.

(15) 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) identify the key elements and the purposes and explain 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.
(16) 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.

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

(A) explain various patriotic symbols, including Uncle Sam, 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;

(D) describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day; and

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

(18) 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 the duty individuals have to participate in civic affairs at the local, state, and national levels; and

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

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

(A) explain the contributions of the Founding Fathers to the development of the national government;

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

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

(20) Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to:
(A) describe the fundamental rights guaranteed by each amendment 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; and

(B) describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens.

(21) 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.

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

(A) identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States;

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

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

(23) 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, including 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;

(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; and

(D) predict how future scientific discoveries and technological innovations could affect society in the United States.

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

(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States;
(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

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

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

(E) identify the historical context of an event.

(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) use standard grammar, spelling, sentence structure, and punctuation.

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

(A) use a problem-solving process 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; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Source: The provisions of this §113.16 adopted to be effective August 23, 2010, 35 TexReg 7232.

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