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ABSTRACT

Although all of public education prepares students for the responsibilities of citizenship, the goal of providing students with the knowledge and skills necessary to assume their roles as leaders in the state of Texas and in the nation in the 21st century rests primarily with the social studies. This framework provides information that local administrators and teachers in Texas can use to plan a comprehensive social studies program for kindergarten through grade 12. The framework reflects legislative mandates, State Board of Education policies, and developments in social studies education that have occurred since the issuance of the previous framework in 1986. Following an introduction, the framework is then divided into the following eight chapters: (1) "What Is Social Studies?" (2) "An Overview of the Texas Essential Knowledge and Skills (TEKS) for Social Studies"; (3) "Making Connections through Social Studies"; (4) "Developing Social Studies Curriculum Based on the TEKS"; (5) "The Teaching-Learning System: Curriculum, Instruction, and Assessment"; (6) "Aligning the TEKS for Social Studies with the Professional Development and Appraisal System (PDAS)"; (7) "Professional Development in Social Studies"; and (8) "Implementing the TEKS: Other Players." Appendices include information on how school districts should develop a curriculum, selected resources, and information on the well-equipped social studies classroom. (BT)

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Texas Social Studies Framework

Kindergarten–Grade 12

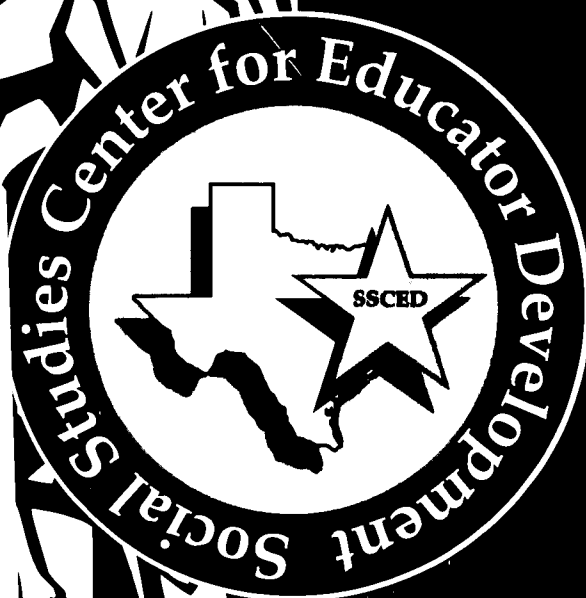
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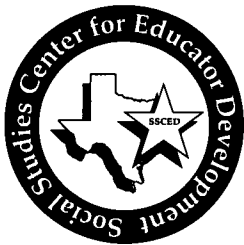
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Texas Social Studies Framework

Kindergarten–Grade 12

**Research and Resources for Designing
a Social Studies Curriculum**

**Texas Education Agency
Austin, Texas
1999**



The Social Studies Center for Educator Development prepared this publication with funding from the Texas Education Agency as a service to school administrators, teachers, and others interested in the educational program of the state. Visit SSCED online: <<http://www.tea.state.tx.us/resources/ssced>>



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Table of Contents

List of Figures	vi
Acknowledgments	vii
Preface	ix
Introduction	1
Purpose of the Framework	1
Intended Audience of the Framework	1
Organization of the Framework	1
Chapter 1: What Is Social Studies?	3
Definition	3
Purpose/Rationale	3
What Is Citizenship Education?	4
References	5
Chapter 2: An Overview of the Texas Essential Knowledge and Skills (TEKS) for Social Studies	7
Required Curriculum	7
History of the TEKS	8
Organization of the TEKS	8
Organization across Grade Levels and Courses	8
Organization within Grade Levels and Courses	12
References	14
Chapter 3: Making Connections through Social Studies	15
Connections across the Social Studies	15
Connections across the Curriculum	15
Grade 3	16
Grade 5	16
Grade 8	16
High School World History	17
Connections between In-School and Out-of-School Experiences	17
References	27
Chapter 4: Developing Social Studies Curriculum Based on the TEKS	29
What Is Curriculum?	29
Are the TEKS Sufficient as a District Level Curriculum?	29
What Types of Curriculum Documents Should Districts Develop?	30
Philosophy Statements	30
General Scope and Sequence Documents	30
Grade Level Plans and Course Plans	31
Instructional Unit Plans	32
Should Districts Wait until New Social Studies Textbooks Are Adopted before Developing the Social Studies Curriculum?	32

What Are Some Ways of Organizing and Structuring Social Studies Curriculum?	33
World Related (The Way the World Is)	33
Concept Related (The Way Ideas Are Organized)	34
Inquiry Related (The Way Knowledge Is Generated)	34
Learning Related (The Way Pupils Learn)	34
Utilization Related (The Way Learnings Are to Be Utilized in Life)	34
How Can Horizontal Organization of the Curriculum Be Achieved?	34
How Can Vertical Organization of the Curriculum Be Achieved?	35
What Are Some Ways of Insuring That Learners Achieve the Standards Established by the TEKS for Social Studies?	36
References	37
Chapter 5: The Teaching-Learning System: Curriculum, Instruction, and Assessment	39
Curriculum, Instruction, and Assessment	39
Theories of Learning	40
Cognitivism (Cognitive Strategies)	40
Multiple Intelligences	42
Constructivism	45
Behaviorism	45
The Structure of Knowledge	46
Examples of Instructional Strategies	47
Teaching Concepts	47
Teaching Generalizations	47
Direct Instruction	48
Collaborative Processes	48
Inquiry Teaching	50
Problem Solving and Decision Making	50
Visual Strategies	50
Community-Based Instruction	50
Role Play and Simulations	50
Discussion Formats	52
Classroom Learning Centers	52
Assessment	53
Designing for Depth of Understanding	53
Multiple Methods of Assessment	53
Traditional Assessments	56
Performance Assessments	56
Designing Performance Assessments	57
Aligning Curriculum, Instruction, and Assessment	59
Examples of Effective Alignment	59
References	66
Chapter 6: Aligning the TEKS for Social Studies with the Professional Development and Appraisal System (PDAS)	67
Evaluation Domains	67
Including Social Studies on the Teacher Self-Report	68
Staff Development Activity	68

Chapter 7: Professional Development in Social Studies 71
 The Standards for Staff Development and Professional Development in Social Studies 71
 Examples of Models of Staff Development in Social Studies 72
 Conducting a TEKS for Social Studies Awareness Session 74
 TEKS Awareness Activity I: A Trek through the TEKS via KWL 74
 TEKS Awareness Activity II: Taking a Look across the Grades 74
 TEKS Awareness Activity III: Curricular Priorities 74
 TEKS Awareness Activity IV: A Trek through the TEKS with KWL, Part II 74
 Resources for Professional Development in Social Studies 74
 References 74

Chapter 8: Implementing the TEKS: Other Players 81
 Ways Administrators Can Support Social Studies 81
 Ways Parents Can Support Social Studies 82
 Parents and Social Studies: Recognizing Progress 83
 Your Fourth Grader Should Be Able to 83
 Your Eighth Grader Should Be Able to 84
 Your Twelfth Grader Should Be Able to 85
 Organizations and Agencies: Informal Educators 86
 Ways Museums and Historic Sites Can Be Used to Support Social Studies 86
 References 90

Appendix A: How Should Districts Go about the Curriculum Development Task? 91

Appendix B: Selected Resources for Enhancing Social Studies Curriculum, Instruction, and Assessment 95

Appendix C: The Well-Equipped Social Studies Classroom 99

Appendix D: Order Form for SSCED Print Resources 103

List of Figures

Figure	Page
1	A Summary of the TEKS for Social Studies 9
2	Eight Social Studies Strands 10
3	Texas Essential Knowledge and Skills for Social Studies: Disciplines, Themes, Skills, and Goals 11
4	Excerpt from TEKS for Grade 7 12
5	Individuals and Their Effect on Communities: Connections across the Social Studies (Grade 3) 18
6	Individuals and Their Effect on Communities: Connections across the Curriculum (Grade 3) 19
7	Migration to the Great Plains: Connections across the Social Studies (Grade 5) 20
8	Migration to the Great Plains: Connections across the Curriculum (Grade 5) 21
9	The U.S. Constitution: Connections across the Social Studies (Grade 8) 22
10	The U.S. Constitution: Connections across the Curriculum (Grade 8) 23
11	Early Civilizations: Connections across the Social Studies (World History) 24
12	Early Civilizations: Connections across the Curriculum (World History) 25
13	Social Studies Connections outside the School 26
14	C-I-A Alignment 40
15	Organizing or Chunking Strategies 41
16	Data Retrieval Chart 42
17	Concept Map: Flowchart 43
18	Concept Map: Venn Diagram 43
19	Bridging Strategies 44
20	General Purpose Strategies 44
21	The Structure of Knowledge 47
22	Teaching Students a Concept 48
23	Collaborative Learning Techniques 49
24	A Model Approach to Problem Solving and Decision Making 51
25	Using the Six Facets to Design for Depth of Understanding 54
26	Multiple Methods of Assessment: From Least to Most Complex 56
27	Designing a Performance Task 58
28	Performance Assessment 60
29	Task Specific Rubric - "Divide Texas into Five States" 61
30	Generic Social Studies Rubric 62
31	Aligning Curriculum, Instruction, and Assessment: Grade 2 63
32	Aligning Curriculum, Instruction, and Assessment: Grade 5 64
33	Aligning Curriculum, Instruction, and Assessment: U.S. Government 65
34	Alignment of TEKS for Social Studies and PDAS 69
35	A Trek through the TEKS via <i>KWL</i> 75
36	Taking a Look across the Grades 77
37	Curricular Priorities 79
38	Curriculum Development/Renewal 94

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Preface

Although all of public education prepares students for the responsibilities of citizenship, we know that the goal of providing students with the knowledge and skills necessary to assume their roles as leaders in our state and nation in the 21st century rests primarily with the social studies. The *Texas Social Studies Framework* offers guidelines for local districts as they work to implement the Texas Essential Knowledge and Skills for Social Studies in order to meet this important goal.

Texas Social Studies Framework provides information that local administrators and teachers can use to plan a comprehensive social studies program for Kindergarten through Grade 12. The framework reflects legislative mandates, State Board of Education policies, and developments in social studies education that have occurred since the issuance of the previous social studies framework in 1986.

This publication is the result of work by the staff of the Social Studies Center for Educator Development and the Social Studies unit of the Division of Curriculum and Professional Development at the Texas Education Agency. They were assisted in their efforts by educators in school districts and education service centers across the state, members of various professional organizations, personnel in institutions of higher education, and interested lay citizens. We thank all of these people for their feedback, advice, and support in the development of the *Texas Social Studies Framework*.

Sincerely,



MIKE MOSES
COMMISSIONER OF EDUCATION



Introduction

PURPOSE OF THE FRAMEWORK

The state of Texas has continuously engaged in educational reform since the early 1980s. Curriculum, instruction, assessment, preparation and certification of professional educators, and staff development have all received consideration and have undergone substantial restructuring to improve the effectiveness of educational opportunities for students enrolled in grades K-12. One of the most recent efforts has been the development of the Texas Essential Knowledge and Skills (TEKS). The TEKS, approved by the State Board of Education in July 1997, provide a curriculum map for social studies and the other subjects included in the K-12 curriculum. This curriculum map provides the basis for curriculum development at the district level and also contains implications for instruction, assessment, staff development, and educator preparation.

The *Texas Social Studies Framework*, prepared by the Social Studies Center for Educator Development (SSCED), is intended to guide and support leaders in social studies education as they implement the TEKS for Social Studies. This document should be helpful in pointing to decisions that need to be made, work that needs to be completed, and materials that need to be developed. It is intended to be a general and flexible guide, not a detailed blueprint. The *Texas Social Studies Framework* does set some parameters for K-12 social studies education, but education leaders who use the framework will find that there is ample opportunity to address the unique context of the campus or district in which they work.

The developers of this framework hope that it, along with the additional material contained on the SSCED website at <http://www.tea.state.tx.us/resources/ssced/>, will serve as a useful resource as schools and districts continue to work toward the full implementation of the TEKS for Social Studies.

INTENDED AUDIENCE OF THE FRAMEWORK

This document was prepared with instructional leaders in mind, particularly those who devote much of their time to the improvement of curriculum, instruction, and assessment in social studies at the K-12 levels. Social studies supervisors and specialists, assistant superintendents for instruction, curriculum directors, elementary and secondary program coordinators, and social studies department heads should find this document helpful in carrying out much of the work for which they are responsible. Higher education faculty members who are responsible for preparing future K-12 teachers and administrators for their careers in education should also find that the *Texas Social Studies Framework* is a useful resource.

ORGANIZATION OF THE FRAMEWORK

The framework is organized to provide general background on the TEKS for Social Studies and to facilitate curriculum development as well as professional development for classroom teachers. The framework includes the following sections:

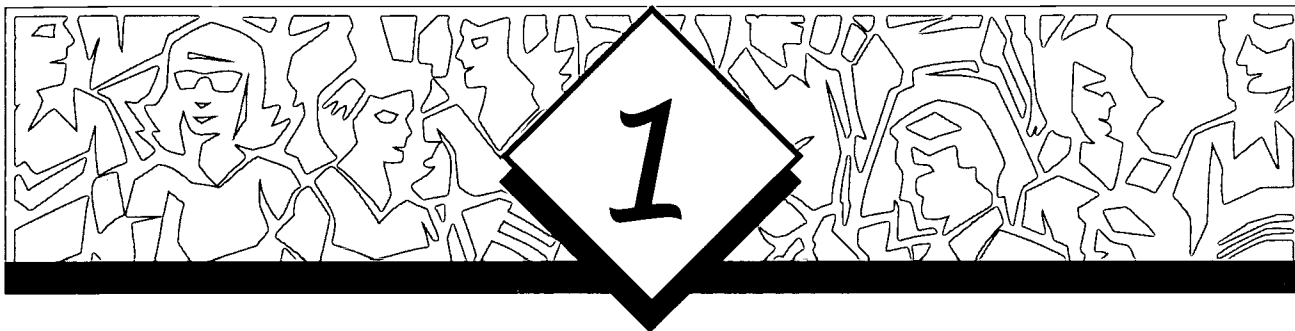
- Chapter 1 defines the boundaries of social studies as a field of study, explains that social studies is an important school subject, and focuses on the link between social studies and citizenship.
- Chapter 2 presents a brief history of the TEKS and an overview of their contents and organization.
- Chapter 3 discusses possible connections among strands of the TEKS for Social Studies, between social studies and other areas of the curriculum, and between social studies in formal and informal settings.

- Chapter 4 focuses on issues related to social studies curriculum development. It includes an outline of procedures to consider when designing curriculum.
- Chapter 5 provides an overview of the linkages among curriculum, instruction, and assessment and gives a number of useful examples of research-based instructional models and assessment strategies.
- Chapter 6 points to the important connection between the TEKS for Social Studies and the Professional Development and Appraisal System.
- Chapter 7 recommends standards for professional development.
- Chapter 8 concludes the framework with suggestions regarding the involvement of school administrators, parents, and other organizations in social studies education.
- The appendices offer some additional information regarding social studies curriculum development and resources for social studies educators.

This framework could not exist without the support of Texas educators who work with the SSCED and the TEA, nor without the comments provided by members of the *Texas Social Studies Framework* advisory committee. Sincere thanks for a job well done.

SSCED WEBSITE

<<http://www.tea.state.tx.us/resources/ssced/>>



What Is Social Studies?

DEFINITION

Social studies educators often tell the story that if ten of them gather in a room, they will define social studies ten different ways. They even disagree over whether “social studies” is singular or plural. A review of articles in major social studies journals reveals instances of “social studies is” and “social studies are.” Disagreements over the definition of the social studies involve the sources of content, the scope and sequence of the curriculum, and the instructional strategies of the social studies (Barr, Barth, and Shermis, 1977). The following statements are an attempt to capture some of these differences in definition:

- Social studies is the study of the social sciences.
- Social studies is the study of our cultural heritage.
- Social studies is the integrated study of the social sciences and the humanities.
- Social studies is the study of human behavior.
- Social studies is citizenship education.

The work of the writing team for the TEKS for Social Studies was guided by the definition of social studies developed by the National Council for the Social Studies in 1992:

Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned

decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Anyone involved in social studies education, including curriculum coordinators, staff development specialists, principals, and teachers should reflect on this definition. Most important of all, administrators can implement the definition through a written curriculum and teachers can do the same through best-of-practice instruction in classrooms throughout the state.

PURPOSE/RATIONALE

Why should we teach social studies? How should I teach social studies? Is social studies really important when compared to other subjects such as reading, writing, and mathematics? While these questions have been debated publicly and privately over the years, most people agree that social studies is important and indispensable as a school subject. They realize that an understanding of social studies disciplines (history, geography, economics, government, sociology, psychology, and anthropology) prepares students to assume productive, participatory lives as citizens.

All school subjects contribute to the development of citizens, but social studies is the one school subject that has citizenship education as its overarching goal. Educators may disagree over the definition of social studies, but those who write about or teach social studies agree that the knowledge, skills, and citizenship behaviors that students develop through social studies instruction make a difference in their day-to-day lives. When educators make citizenship education the core of social studies instruction, social studies becomes a valuable and indispensable part of the school curriculum from Kindergarten through Grade 12.

WHAT IS CITIZENSHIP EDUCATION?

One social studies educator, Peter Martorella, believes that the enduring goal of social studies should be the development of reflective, competent, and concerned citizens. He described social studies as a matter of the head, the hand, and the heart (Martorella, 1996, pp. 22-23). A paraphrase of his description follows:

- **Social Studies as a Matter of the Head:** Effective citizens possess an organized body of knowledge about the world in which they live and the ability to reflect on it while solving problems and making decisions.
- **Social Studies as a Matter of the Hand:** Effective citizens have a repertoire of social, research, chronological, spatial, and analytical skills.
- **Social Studies as a Matter of the Heart:** Effective citizens have an awareness of rights and responsibilities in a democracy, a sense of social consciousness, and a framework for deciding what is right and wrong.

When the core of social studies is citizenship education, students will learn that the role of a citizen is played out in the home, the classroom, and the community. They will come to understand that with every right comes a responsibility, that individual initiative is necessary to effect change, that accurate knowledge and sharp thinking are necessary for solving problems, and that one must be able to work with others to accomplish almost anything of significance.

When the core of social studies is citizenship education, students need to know more than a few isolated facts about the nature of the U.S. Constitution. While it is important that they know the provisions of the articles and amendments, a social studies program that trains well-rounded citizens provides students with the ability to analyze the implications of those provisions for today's society and develops in the students the sense of responsibility for continuing to work for the ideals embodied in the more than 200-year-old document.

When citizenship education is at the core of social studies, social studies becomes a priority for inclusion in the school curriculum.

It is frequently said that good teachers have eyes in the back of their heads. Even more sets of eyes are demanded of social studies educators. Social studies

educators need to have their eyes and minds not only on their students, but also on their local community, state and nation, and other parts of the world with which they are increasingly connected. Social studies educators need these extra sets of eyes because they must be able to help their students develop a connection to and a concern for the world around them. Students of today will shape the world of tomorrow.

A social studies educator recently noted that:

Seated in the classrooms of today's teachers are children who, as senior citizens, will help this nation—the world's oldest constitutional democracy—celebrate its 300th anniversary in 2076. This, of course, assumes there actually will be such an event. Whether this nation survives that long depends in no small measure on how well today's school children are taught the ideas and information, the skills and habits, and the rights and responsibilities of democratic citizenship (Parker and Jarolimek, 1997, p. 3).

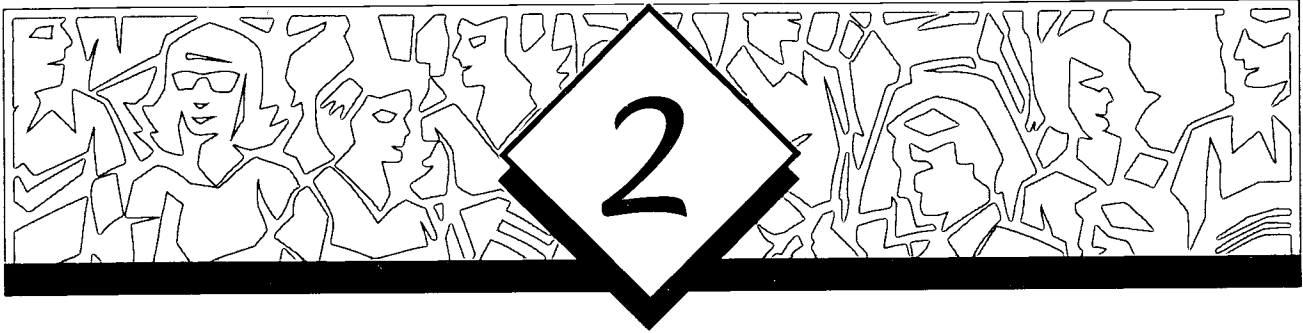
Social studies teachers and students alike must constantly be aware that the purpose of education, especially social studies education, is larger and more inclusive than building up a store of knowledge. The goal of social studies education in a democratic society also demands that such knowledge be accompanied by both the skill and the will to put the knowledge to work to improve the life and well-being of one's self and others. Social studies educators must insure that children and adolescents have the opportunity to learn, practice, and live principles embodied in the spirit of a democratic society. Such principles include the rule of law, majority rule, protection of the rights of the minority, legal limits to freedom, limited government, fairness, the common good, and the responsibilities of citizenship.

Learning how to be a citizen is a lot like learning how to play a musical instrument, learning how to play a sport, or even learning how to write. One can read about any of these skills and then enumerate and discuss the rules and skills necessary to successful performance, but one can never actually do any of these things, even at a minimal level of proficiency, without practice and coaching. If we truly believe that the core of social studies education is civic competence and that the development of civic competence takes hours and weeks and years of practice, social studies classrooms will look much different in the future than they have in the past.

As you study the TEKS for Social Studies and work toward their implementation, remember the overall goal: equipping students for a career as a citizen, the most important position they will ever hold.

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An Overview of the Texas Essential Knowledge and Skills (TEKS) for Social Studies

REQUIRED CURRICULUM

Understanding the Texas Essential Knowledge and Skills (TEKS) begins with knowing the components of the required curriculum for Texas public schools as outlined in the Texas Education Code §28.002:

- (a) Each school district that offers kindergarten through grade 12 shall offer, as a required curriculum:
 - (1) a foundation curriculum that includes:
 - (A) English language arts;
 - (B) mathematics;
 - (C) science; and
 - (D) social studies, consisting of Texas, United States, and world history, government, and geography; and
 - (2) an enrichment curriculum that includes:
 - (A) to the extent possible, languages other than English;
 - (B) health;
 - (C) physical education;
 - (D) fine arts;
 - (E) economics, with emphasis on the free enterprise system and its benefits;
 - (F) career and technology education; and
 - (G) technology applications.

The same subchapter of the Texas Education Code also directed the State Board of Education to identify the essential knowledge and skills that all students should be able to demonstrate and specified how districts shall use the essential knowledge and skills:

- (c) The State Board of Education, with the direct participation of educators, parents, business and industry representatives, and employers shall by rule identify the essential knowledge and skills of each subject of the foundation curriculum that all students should be able to demonstrate and that will be used in evaluating textbooks under Chapter 31 and addressed on the assessment instruments required under Subchapter B, Chapter 39. As a condition of accreditation, the board shall require each district to provide instruction in the essential knowledge and skills at appropriate grade levels.
- (d) The State Board of Education, after consulting with educators, parents, business and industry representatives, and employers, shall by rule identify the essential knowledge and skills of each subject of the enrichment curriculum that all students should be able to demonstrate. Each district shall use the essential knowledge and skills identified by the board as guidelines in providing instruction in the enrichment curriculum.

The Texas Administrative Code contains the following State Board of Education rules that also clarify what is required of school districts regarding the essential knowledge and skills:

§74.1(b) specifies that a “school district may add elements at its discretion but must not delete or omit instruction in the foundation curriculum.”

§74.2 and §74.3(a) require school districts to “ensure that sufficient time is provided for teachers to teach and for students to learn...social studies...” and further allows school districts to “provide instruction in a variety of arrangements and settings, including mixed-age programs designed to permit flexible learning arrangements for developmentally appropriate instruction for all student populations to support student achievement of course and grade level standards.”

§74.3 (b)(2)(D) and (E) require school districts to “offer the following courses...and maintain evidence that students have the opportunity to take these courses: United States History Studies Since Reconstruction, World History Studies, United States Government, World Geography Studies, and economics with emphasis on the free enterprise system and its benefits.”

HISTORY OF THE TEKS

The TEKS for Social Studies were adopted by the State Board of Education in July 1997. The process to develop the TEKS for all areas of the curriculum began with a decision by the board in 1994 to clarify the existing curriculum, called the essential elements, as a first step in aligning the state assessment program with the state curriculum. With the passage of Senate Bill 1 in June 1995, the Texas Legislature modified the task by directing the board to identify “essential knowledge and skills . . . that all students should be able to demonstrate.”

To do so, the board approved a process for developing the TEKS that ultimately included the appointment of writing teams; a connections team to promote interdisciplinary connections; State Board of Education Review Committees; wide review of drafts by the field, the general public, and nationally known content experts; and regular board discussion and work sessions. Writing teams were charged with focusing on rigorous and measurable academic skills. The social studies writing team was made up of thirty-five people, including teachers, curriculum specialists, university professors, business people, and parents. The State Board of Education Review Committee for Social Studies was composed of fifteen individuals charged with reporting their analyses of the draft TEKS for Social Studies directly to specific members of the board.

Two drafts of the TEKS for Social Studies were widely distributed for field and public review. The process included distribution of the TEKS to districts and

placement on the Internet, public hearings in every education service center region, and summary documents in both English and Spanish. The Texas Education Agency received approximately two thousand responses to the two social studies drafts, all of which were considered as members prepared their final draft for submission to the Commissioner of Education in December 1996. Designated experts then reviewed the TEKS for accuracy, comprehensiveness, rigor, and other factors, leading to further revisions.

In March 1997 the board held a work session on the TEKS for Social Studies, followed by public hearings in May and July, from which came additional changes. Final adoption came on July 11, 1997, with full implementation of the TEKS required in September 1998. Figure 1 provides a summary of the content of the TEKS for Social Studies.

In 1996, the Texas Education Agency funded the Social Studies Center for Educator Development (SSCED) to aid in implementation of the TEKS. The SSCED’s mission is to support a statewide system of ongoing education and professional development in social studies for educators at all grade levels. Since its inception the SSCED has provided training in exemplary social studies content and methodology for trainers from the twenty education service centers. In addition the SSCED has developed and distributed a number of products that guide and enrich instruction in the TEKS. The SSCED website is accessible at <<http://www.tea.state.tx.us/resources/ssced/>>.

ORGANIZATION OF THE TEKS

Organization across Grade Levels and Courses

From Kindergarten through Grade 12, the TEKS for Social Studies are organized around eight strands: history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. Each strand is an integral part of a complete and comprehensive K-12 social studies curriculum, with none being considered more or less important than any of the others. While one strand may serve as the logical hub around which curriculum, instruction, and assessment are designed for a given grade level or course (the history strand as the hub at Grade 7 and 8, for example, or the government strand as the hub for the high school U.S. Government course), curriculum development would be incomplete without careful inclusion of all strands.

Figure 1: A Summary of the TEKS for Social Studies

Elementary	Content
§113.2. Kindergarten	Introduction to basic social studies concepts
§113.3. Grade 1	Home, school, and community, with some introduction to the state and nation
§113.4. Grade 2	Community, with continued focus on the state and nation
§113.5. Grade 3	Impact of the individual on communities, past and present, here and there, with continued focus on the state and nation
§113.6. Grade 4	Texas in the Western Hemisphere
§113.7. Grade 5	United States Studies
Middle School	
§113.22. Grade 6	Contemporary World Societies
§113.23. Grade 7	Texas Studies
§113.24. Grade 8	United States Studies (through Reconstruction)
High School	
§113.32	United States History Studies Since Reconstruction (One Credit)
§113.33	World History Studies (One Credit)
§113.34	World Geography Studies (One Credit)
§113.35	United States Government (One-Half Credit)
§113.36	Psychology (One-Half Credit)
§113.37	Sociology (One-Half Credit)
§113.38	Special Topics in Social Studies (One-Half Credit)
§113.39	Social Studies Research Methods (One-Half Credit)
§113.52	Social Studies Advanced Studies (One-Half to One Credit)
§118.2	Economics with Emphasis on the Free Enterprise System and Its Benefits (One Half Credit)
§118.12	Economics Advanced Studies (One-Half to One Credit)

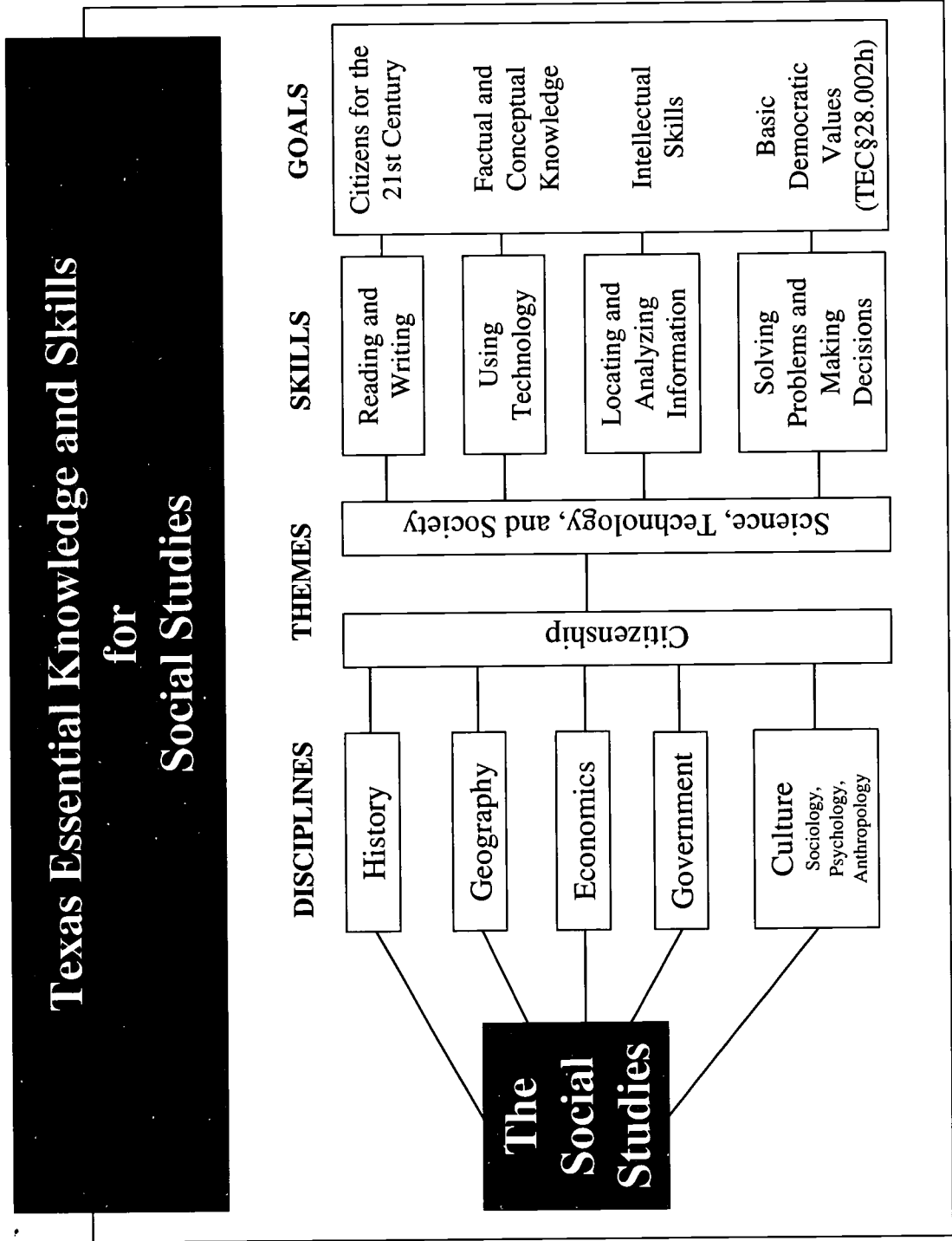
Figure 2 provides a rationale for the inclusion of each of the eight strands in the TEKS. These strands help unify the TEKS into a comprehensive, coherent, and cohesive statement of what students should know about social studies and what they should be able to do with what they know. Concepts introduced in the elementary grades are presented in greater depth and with more complexity as students progress through middle school and into high school.

Figure 3 illustrates the relationship among these eight strands and the common goals of the comprehensive TEKS-based social studies curriculum. The five social studies discipline strands and two theme strands all relate to the eighth strand, social studies skills. A comprehensive social studies program depends on the integration of the eight strands to ensure that the students become responsible citizens in the 21st century and that they possess factual and conceptual knowledge, intellectual skills, and basic democratic values

Figure 2: Eight Social Studies Strands

History	People, events, and issues from the past influence the present and the future. Students learn how individuals and societies interact over time in order to acquire the skills and knowledge needed to make effective decisions in life.
Geography	Relationships among people, places, and environments result in geographic patterns on Earth's surface. Students can compete in the global economy, ensure the viability of Earth's environments, and comprehend the cultures of the diverse people who share the planet through an understanding of geographic relationships.
Economics	People organize economic systems to produce, distribute, and consume goods and services. Students make effective decisions as consumers, producers, savers, investors, and citizens by understanding economic systems including the benefits of the U. S. free enterprise system.
Government	People create systems of government as well as structures of power and authority to provide order and stability. Students recognize ways individuals and governments achieve their goals by understanding the purposes, structures, and functions of political systems.
Citizenship	Citizenship in the United States requires an understanding of and commitment to civic responsibilities, rights, and ethical behavior. People fully participate in society when they understand civic ideals, citizenship practices, and the basis of our constitutional republic.
Culture	People develop, learn, and adapt cultures. Students develop an appreciation and respect for the variety of human cultures in the community and around the world by exploring the similarities and differences among people.
Science, Technology, and Society	Advances in science and technology affect the development of society. Students understand changes in ways people live, learn, and work—past, present, and future—through analyzing the relationships among science, technology, society, and the environment.
Social Studies Skills	Social studies skills are necessary in order to acquire, organize, and use information for problem solving and decision making. Students apply social studies knowledge and skills to become competent problem solvers, decision makers, and independent lifelong learners.

Figure 3: Texas Essential Knowledge and Skills for Social Studies: Disciplines, Themes, Skills, and Goals



Organization within Grade Levels and Courses

Common components in the TEKS for Social Studies at each grade level and course contribute to the overall flow of the document and help to create a well-articulated set of social studies standards (see Figure 4). The components include:

- (a) an introduction comprised of four parts:
 - (1) an overview of the content of the grade level/course
 - (2) a statement encouraging the use of a variety of rich primary and secondary source material, with selected examples appropriate for the grade level/course
 - (3) a statement about the importance of integrat-

- ing the eight strands for instructional purposes
- (4) a statement about the goals of the TEKS for Social Studies

- (b) the TEKS in a two-column format:

In the left column are knowledge and skill statements that name the concepts, skills, or strategies to be learned, organized by the eight strands referred to above.

In the right column are statements of student expectations. For each knowledge and skills statement, there are student expectations, or demonstrations of the concepts, skills, or strategies.

Figure 4: Excerpt from TEKS for Grade 7 Chapter 113.23 Texas Essential Knowledge and Skills for Social Studies

§113.23. Social Studies, Grade 7.

- (a) Introduction.
 - (1) In Grade 7, students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, including the cultures of Native Americans living in Texas prior to European exploration and the eras of mission-building, colonization, revolution, republic, and statehood. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U. S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students use primary and secondary sources to examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations such as barbed wire and the oil and gas industries on the development of Texas. Students use primary and secondary sources to acquire information about Texas.
 - (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies and autobiographies; novels; speeches, letters, and diaries; and poetry, songs, and artworks is encouraged. Selections may include a biography of Barbara Jordan or Lorenzo de Zavala and William B. Travis' letter "To the People of Texas and All Americans in the World." Motivating resources are also 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 with the history and geography strands establishing a sense of time and a sense of place. Skills listed in the geography and social studies skills strands 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.
 - (4) 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, §28.002(h).

Figure 4: Excerpt from TEKS for Grade 7 (continued)
Chapter 113.23
Texas Essential Knowledge and Skills for Social Studies

- | | | |
|-------|--|---|
| (b) | Knowledge and skills. | The student is expected to: |
| (7.1) | History. The student understands traditional historical points of reference in Texas history. | <ul style="list-style-type: none"> (A) identify the major eras in Texas history and describe their defining characteristics; (B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and (C) explain the significance of the following dates: 1519, 1718, 1821, 1836, 1845, and 1861. |
| (7.2) | History. The student understands how individuals, events, and issues prior to the Texas Revolution shaped the history of Texas. | <p>The student is expected to:</p> <ul style="list-style-type: none"> (A) compare the cultures of Native Americans in Texas prior to European colonization; (B) identify important individuals, events, and issues related to European exploration and colonization of Texas, including the establishment of Catholic missions; (C) identify the contributions of significant individuals including Moses Austin, Stephen F. Austin, and Juan Seguín during the colonization of Texas; (D) identify the impact of the Mexican federal Constitution of 1824 on events in Texas; (E) trace the development of events that led to the Texas Revolution, including the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin; and (F) contrast Spanish and Anglo purposes for and methods of settlement in Texas. |

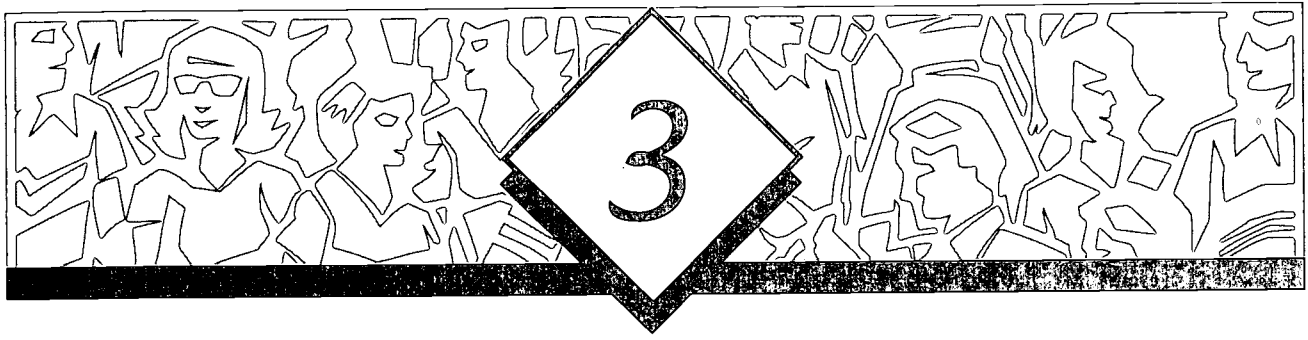
Note: Twenty-one additional TEKS for Grade 7 Social Studies can be found on the TEA website at <http://www.tea.state.tx.us/rules/tac/ch113toc.html>.

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Making Connections through Social Studies

The wisdom of the adage “everything is connected to everything else” is appreciated only by those who have experienced the variety of relationships that exist between and among events or other phenomena. Long before the research of Jean Piaget was known, parents and teachers understood that children and adolescents needed concrete representations of relationships between phenomena in order to understand the connections. The writers of the TEKS for Social Studies also understood that social studies includes more than just the independent facts of history and geography. Because of their efforts, the TEKS provide opportunities to make connections across the social studies and across the curriculum. In addition, the TEKS support connections between in-school and out-of-school experiences.

CONNECTIONS ACROSS THE SOCIAL STUDIES

Members of the TEKS writing team organized the TEKS for Social Studies around eight strands because they represent some of the most significant sources of content for the K-12 social studies program (see Figure 2, Chapter 2). This organization allows a clear view of the vertical articulation or sequence of the social studies content and skills across the grade levels. Educators at the district, campus, and classroom levels have the opportunity to make decisions regarding the organization of the curriculum at each of the grade levels. This allows districts the freedom to develop curriculum units that combine and sequence the TEKS in a number of different ways.

It is unlikely that all strands will be given equal weight in any particular instructional unit. In some instances only some strands will be chosen as the basis for instructional planning. The richness and diversity of social studies as a subject matter, however, come in part from the contributions of each strand to the instructional program.

CONNECTIONS ACROSS THE CURRICULUM

Content from other school subjects can be linked to social studies in order to help students make connections across the curriculum (Jacobs, 1989; Maurer, 1994). The TEKS for Social Studies require students to apply mathematics skills and English language arts and reading skills regularly. Social studies also influences these subjects. When students describe the impact of historical events and eras on art, music, and literature, and the reciprocal effects of cultural movements on societies, a deeper understanding of both social studies and the fine arts is fostered. Science informs social studies just as social studies informs science. The science, technology, and society strand offers an obvious connection as students examine the cause-and-effect relationships between scientific discoveries, technological innovations, and societal change.

Another kind of connection exists between the TEKS for Social Studies and the TEKS for Technology Applications. Students in elementary, middle, and high school social studies classes are expected to use technology as a tool to acquire, organize, and communicate social studies information in a variety of ways including electronic

technology. Gathering information from the Internet, using computer software to create graphic organizers, and preparing multimedia presentations provide students opportunities to apply the skills they have learned in technology applications classes to further their understanding of social studies content and concepts.

The following examples serve to illustrate opportunities to make curricular connections at the elementary, middle, and high school levels. Figures 5, 7, 9, and 11 provide examples of connections across the social studies themes. Using the same content, Figures 6, 8, 10, and 12 demonstrate social studies connections with other disciplines.

Grade 3

Communities, past, present, local, and global, provide focus for social studies instruction in Grade 3. The TEKS course description specifies that students will learn how individuals have changed their communities and world. They will do so by studying the lives of 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, and new communities.

Figure 5 illustrates how instructional planning can incorporate knowledge and skills from each of the eight social studies strands to ensure student understanding. For example, the history strand expects students to gain an historical perspective on communities by focusing attention on influential individuals, events, and ideas as well as the similarities and differences between communities, past and present. Geography, economics, and government draw students' attention to important and basic ideas about how individuals in communities have adapted to or modified the physical environment, started businesses, and served in government. The culture and science, technology, and society strands expect students to understand how people and technology (e.g., the telephone, television, and the Internet) have shaped communities. The citizenship strand contributes to the study of communities by focusing on the importance of individual decisions and actions. The social studies skills of obtaining and interpreting information from a variety of sources and creating written and visual materials can easily be integrated into instructional planning for a unit on individuals and their effects on the community.

Other content areas contribute to the study of individuals and their effects on communities. Figure 6 provides

specific examples from English language arts and reading, mathematics, art, science, and technology applications.

Grade 5

One of the instructional units that might be included at Grade 5 is the migration and settlement of both Americans and European immigrants to the American West after the end of the Civil War. This historical movement, especially that to the Great Plains, is well documented in the social science literature and appears in the TEKS for Social Studies. To comprehend the movement, students must recognize the Great Plains as a region and how geographic factors affected settlement and human adaptation. They can grasp the relationship of economics as a motivation for settlement and the pattern of work and economic activities in the region. Even more connections across the social studies exist through which students can gain a comprehensive understanding of the relationships of people and their environment in the United States (see Figure 7).

Figure 8 illustrates how a social studies unit on migration can provide the focus for the review, practice, and reinforcement of content and skills from other foundation and enrichment subjects including mathematics, English language arts and reading, science, mathematics, fine arts, and technology applications.

Grade 8

The TEKS for Social Studies for Grade 8 emphasize the importance of the formation of the system of governance in the United States. The writing of the U.S. Constitution in Philadelphia in 1787 was a pivotal event in American history. Conflict between special interest groups prompted delegates to convene to deal with economic, cultural, historical, and governmental issues that previous officials had not resolved. Delegates created a system of governance that did not please all, but that provided a mechanism to balance power and resolve issues that threatened the new nation.

Instructional planning for a unit on the significance of the convention at Philadelphia and the continued influence of the U.S. Constitution should incorporate all strands of the TEKS for Social Studies. Figure 9 presents some of the connections possible across the social studies.

Other subjects can also contribute to a unit on the U.S. Constitution. Mathematics provides the tools to create time lines, gather national and regional statistics, and create graphs to interpret the data. A unit can provide students with the opportunity to apply English language arts and reading skills of research and writing as students consider the material produced by convention delegates and the audiences addressed. Connections with fine arts provide a means to consider the influence of national and international art, literature, and culture on the writers of the constitution and the citizens of the United States. The sectional differences Thomas Jefferson described when he compared people in the North to people in the South (Bowen, 1986, p. 92) become easier to understand when students consider point of view, differences in science and technology, and fine arts (see Figure 10).

High School World History

The growth of large cities near the end of the Neolithic Age marks a major turning point in world history. Examples usually included in a study of this era are the Egyptian, Sumerian, Indus Valley, and Shang civilizations. Figure 11 illustrates how the eight social studies strands contribute to an understanding of this time period. TEKS in the history strand invite attention to this urban revolution and the beginning of civilization. While these TEKS requirements offer some important ideas to students, the study of these civilizations can be enriched by instructional planning that includes TEKS from other strands. The TEKS from the geography strand point to the importance of locating the places and regions where these great civilizations took root, interpreting information contained on maps, and analyzing the effects of physical and human factors on the growth of civilizations in these places. Economics adds value to the study of these early civilizations by focusing attention on the economic and social factors that led to the rise of these civilizations. The development of important ideas in math, science, and technology and their influence on the development of these early civilizations can be selected from the science, technology, and society strand. TEKS from the social studies skills strand can contribute to students' understanding of how archaeologists have helped us learn about these early civilizations and provide guidance in how students might report the results of their study in writing or as a computer-based multimedia presentation.

Classroom educators can make connections across the curriculum as they plan instruction, thus assisting students in drawing relationships between and among

history, geography, economics, and other strands. When this happens, world history becomes much more than a progression of independent and unrelated facts. It becomes more than things that just happen for no apparent reason. World history begins to make sense. Events have causes and, in turn, they cause other events to occur. World history becomes a great, marvelous story of human experience rather than just another school subject.

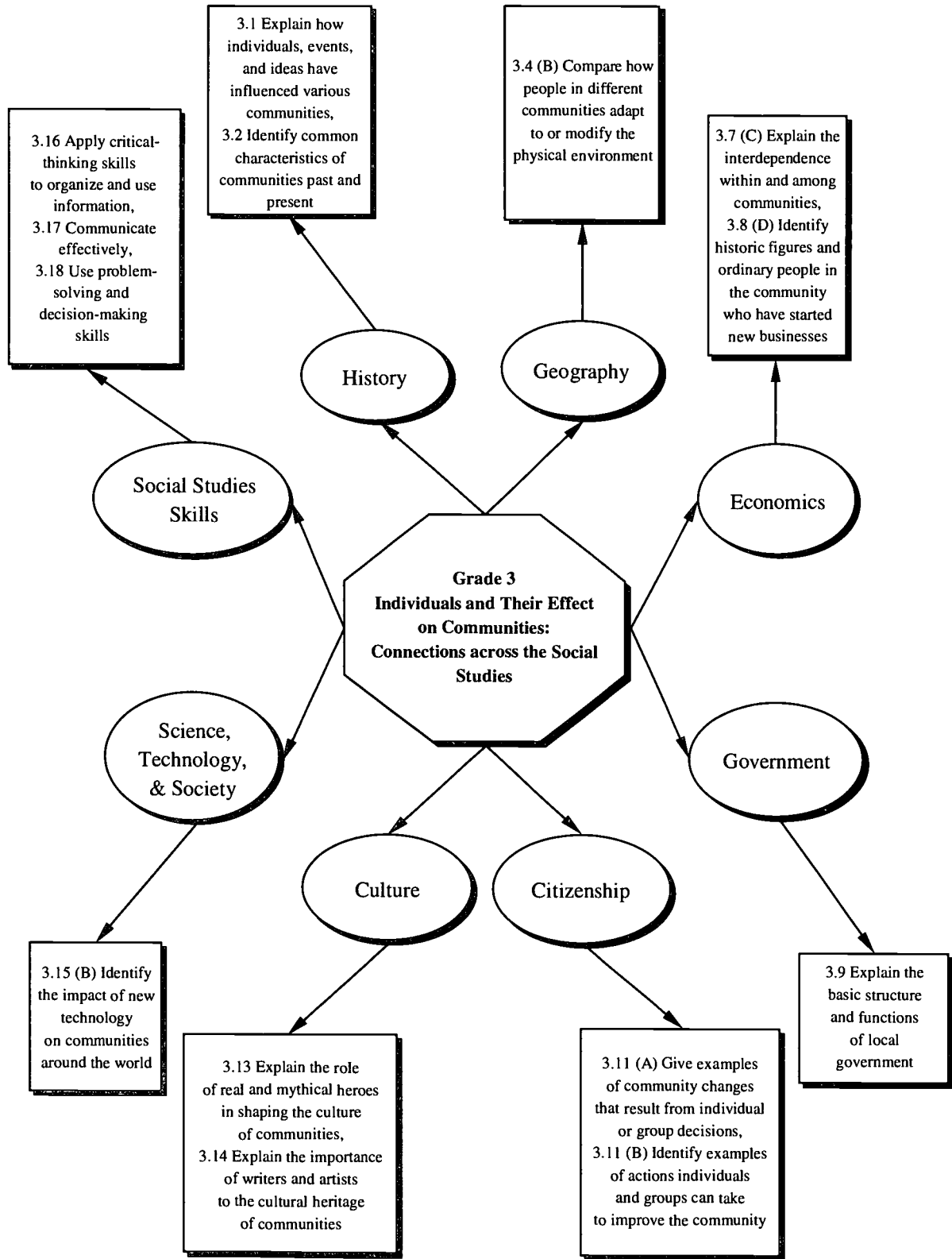
Figure 12 illustrates how the TEKS for English Language Arts and Reading, Fine Arts, Health, Mathematics, Science, and Technology Applications can support the focus of a social studies unit on early civilizations. Ideas and skills learned in these subjects can provide students with additional ideas, skills, and perspectives as they attempt to understand the important developments that occurred during this significant period in world history.

CONNECTIONS BETWEEN IN-SCHOOL AND OUT-OF-SCHOOL EXPERIENCES

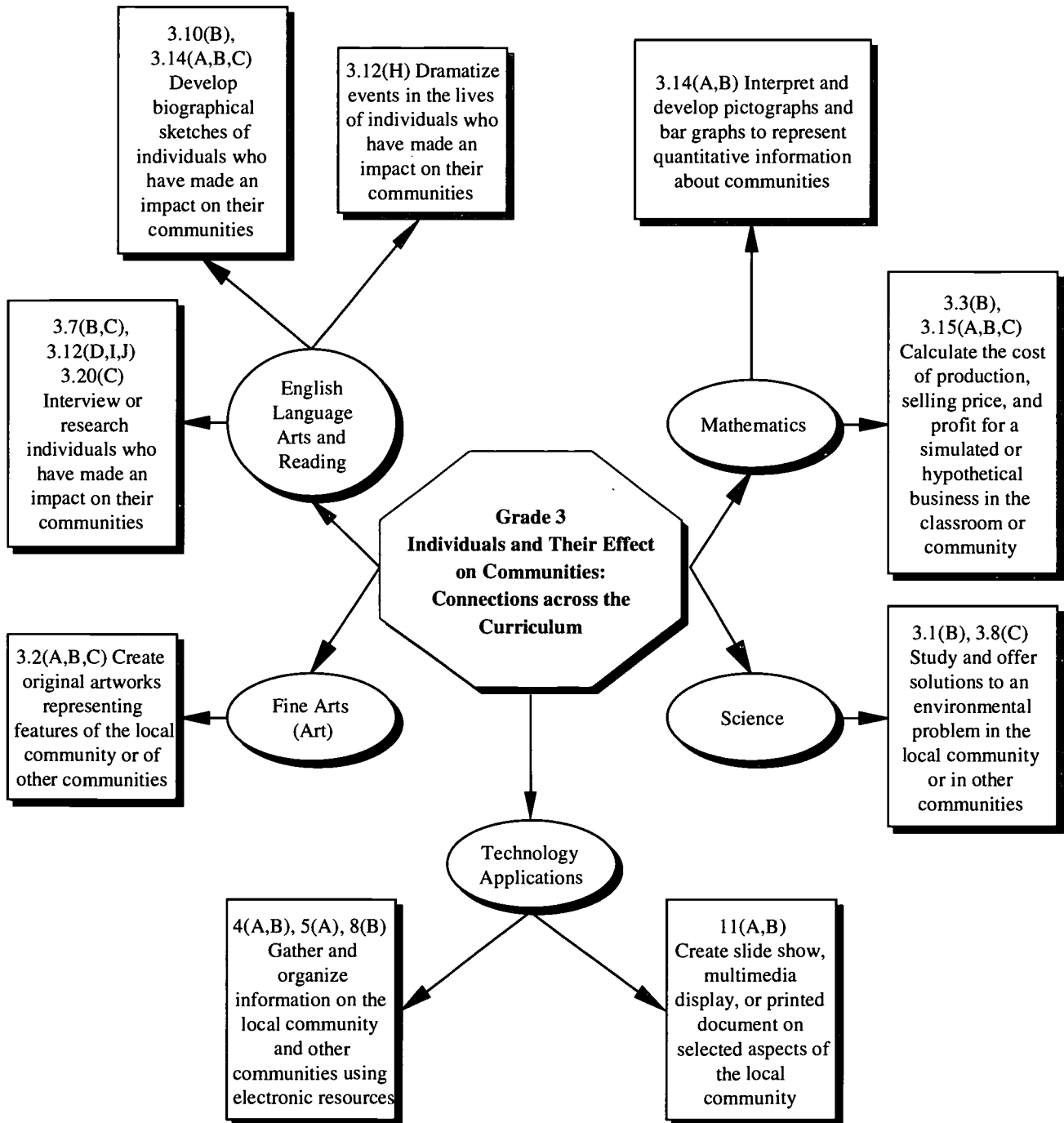
Educators have long recognized that learning occurs both inside and outside the classroom. When there is a conflict between the knowledge and skills learned in school and out of school, educators frequently feel frustrated, especially because experiences out of school can exert a more powerful influence than can in-school experiences. When learners see few connections between life in school and life outside of school, learner motivation lags as they see little value in the things learned in school.

Many educational researchers and classroom educators have searched for the solution to this conflict through their study of motivation and their concern over making the school subject relevant. Efforts to remedy this problem sometimes result in the trivialization of content or in lessons that are fun, but have little learning value. A more productive approach to this problem might involve a holistic approach to curriculum development and instructional planning that gives consideration to connections between the formal learning that occurs in school and the informal learning that occurs in the family and community (Hatcher and Beck, 1997). Figure 13 provides some examples of resources from outside the classroom that can support the TEKS-based social studies instruction. Additional ways that parents and informal educators such as museum staff can become active participants in social studies instruction are considered in Chapter 8.

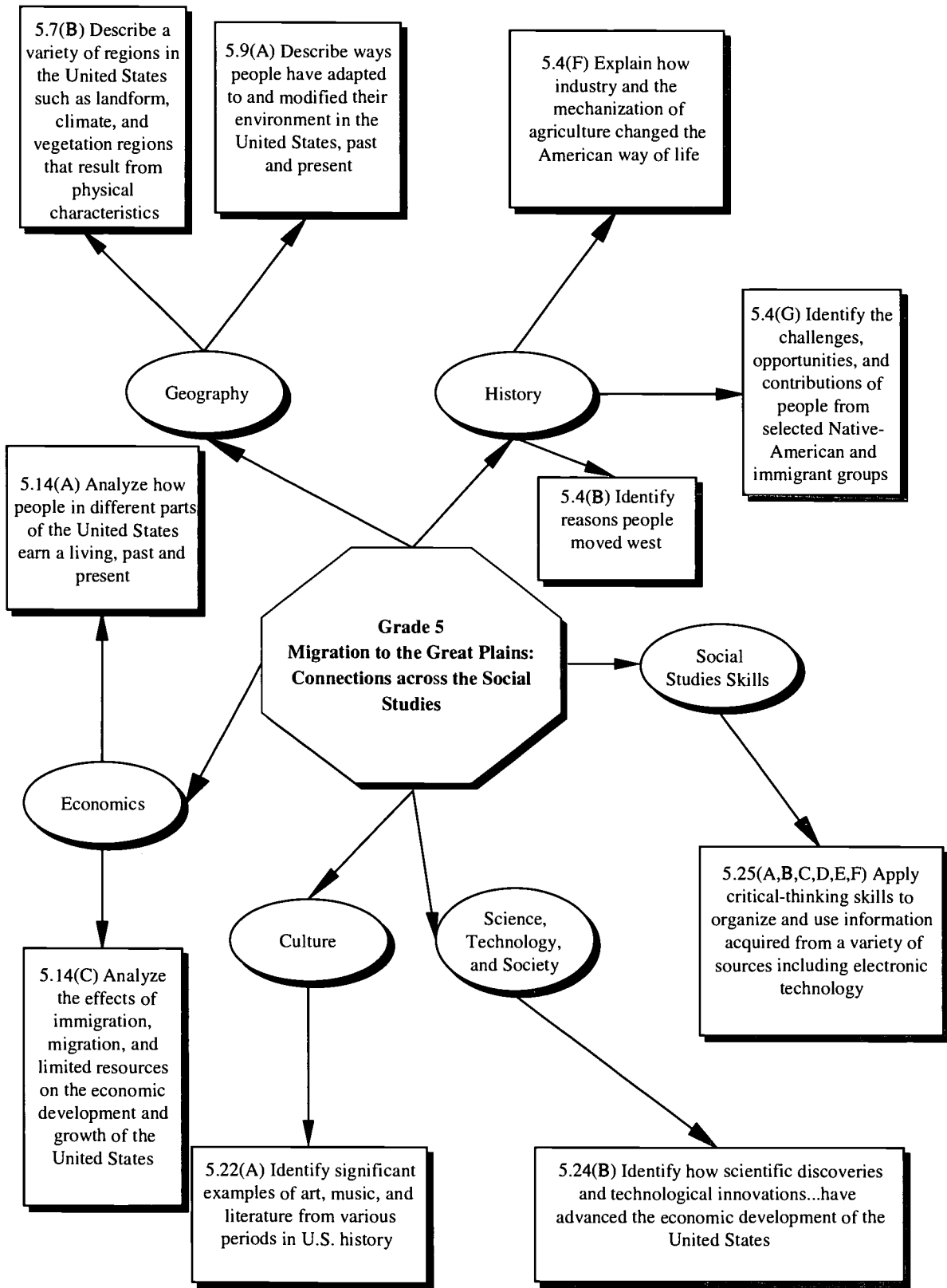
Figure 5: Individuals and Their Effect on Communities: Connections across the Social Studies (Grade 3)



**Figure 6: Individuals and Their Effect on Communities:
Connections across the Curriculum (Grade 3)**



**Figure 7: Migration to the Great Plains:
Connections across the Social Studies (Grade 5)**



**Figure 8: Migration to the Great Plains:
Connections across the Curriculum (Grade 5)**

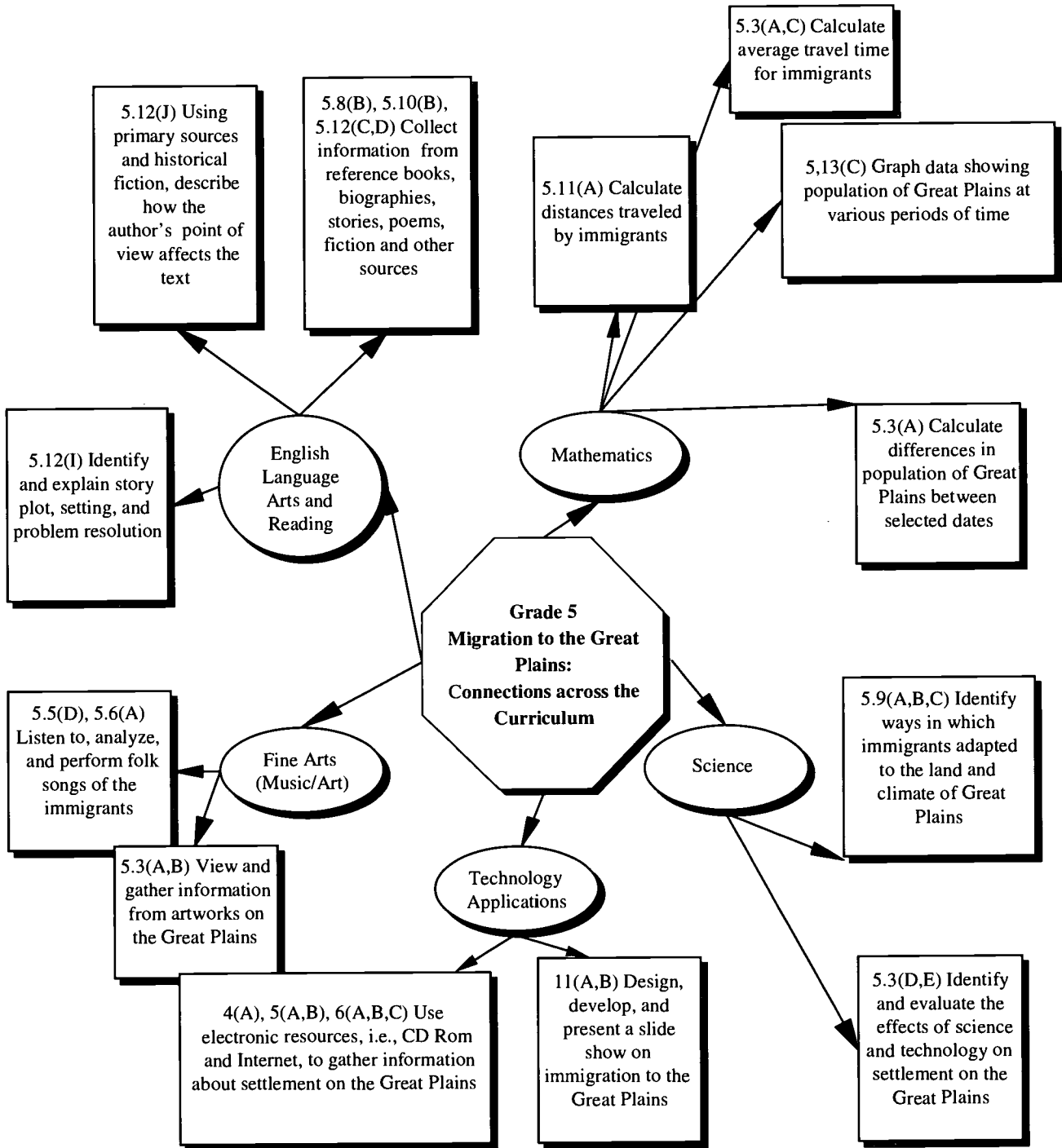
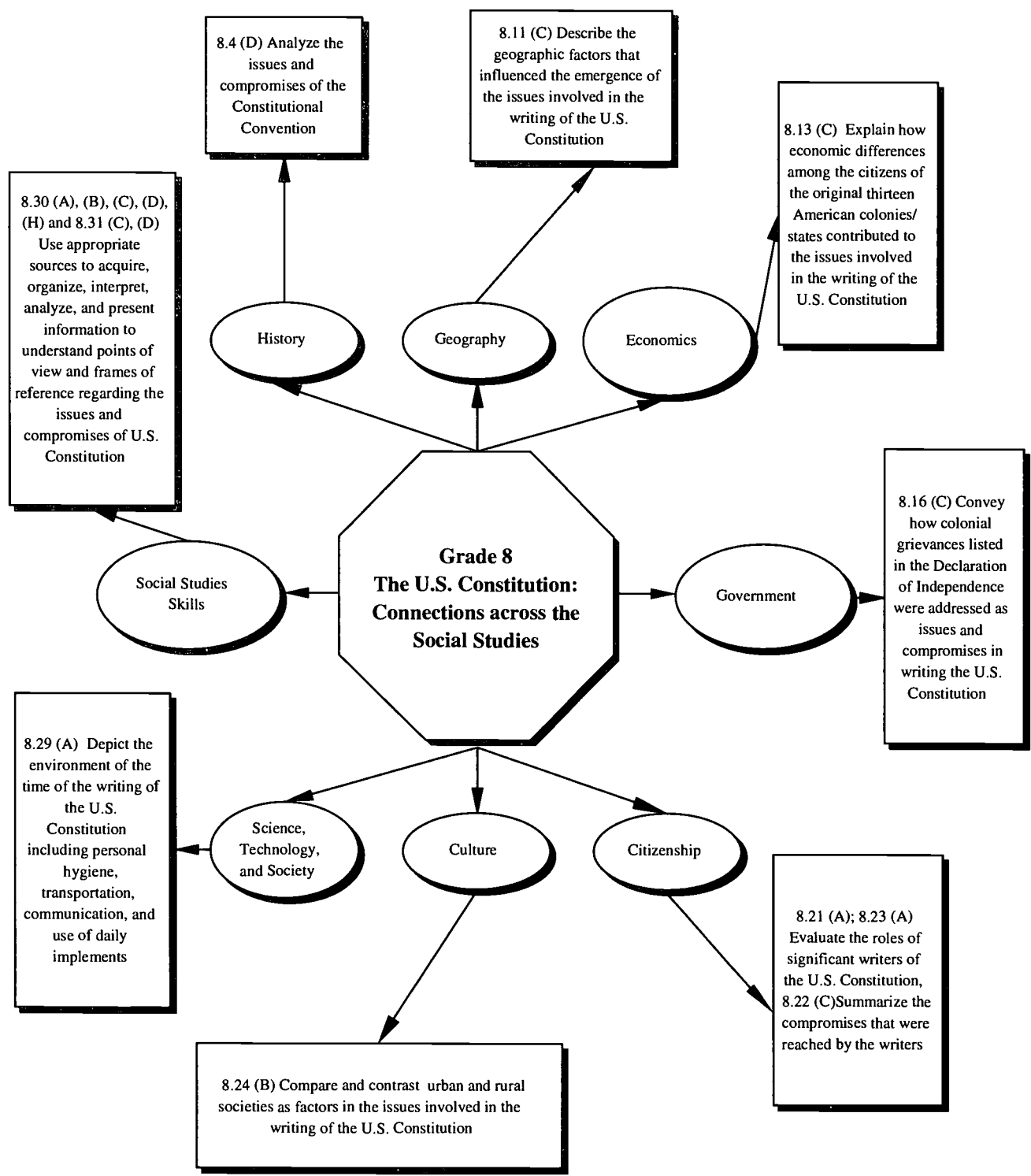
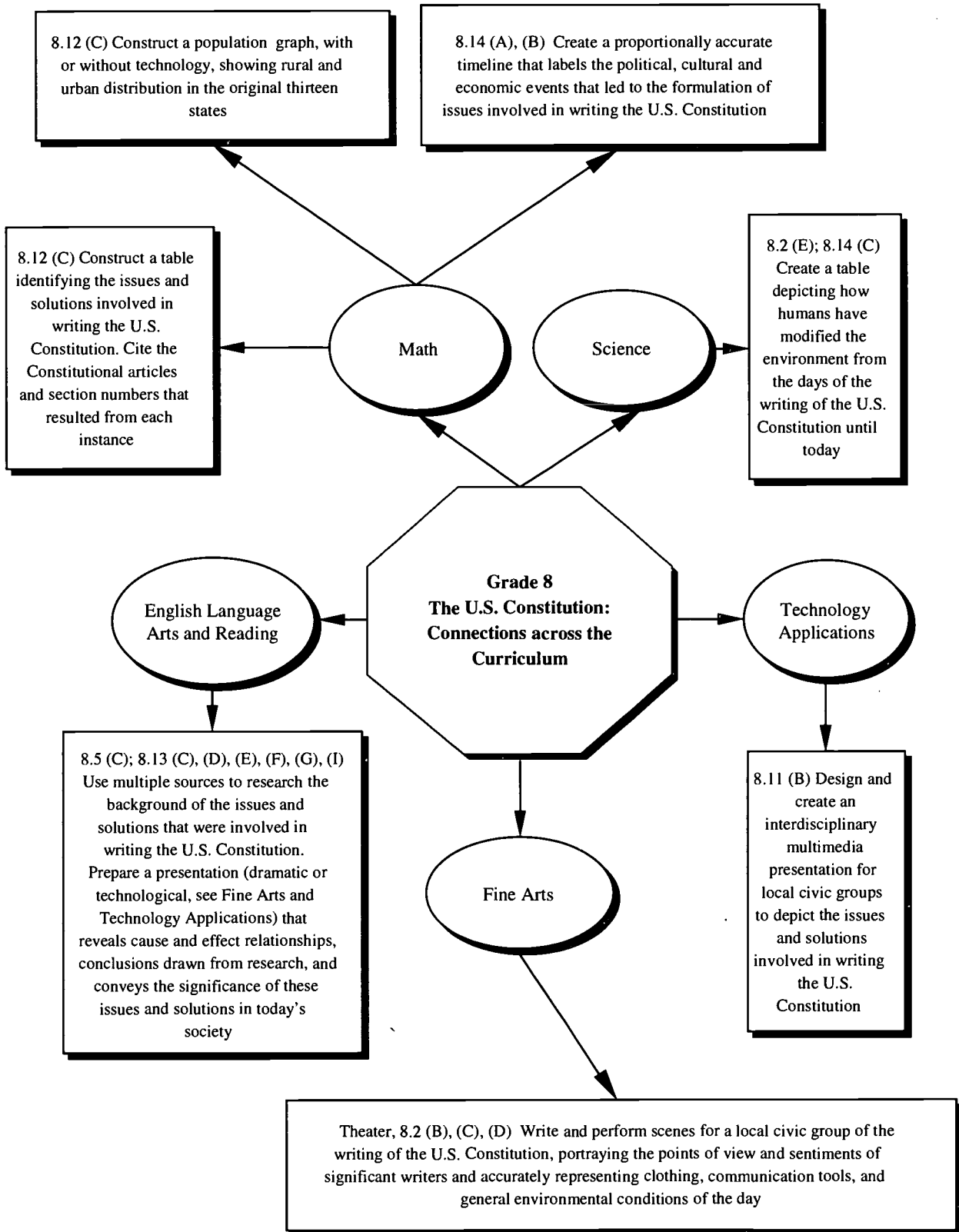


Figure 9: The U.S. Constitution: Connections across the Social Studies (Grade 8)

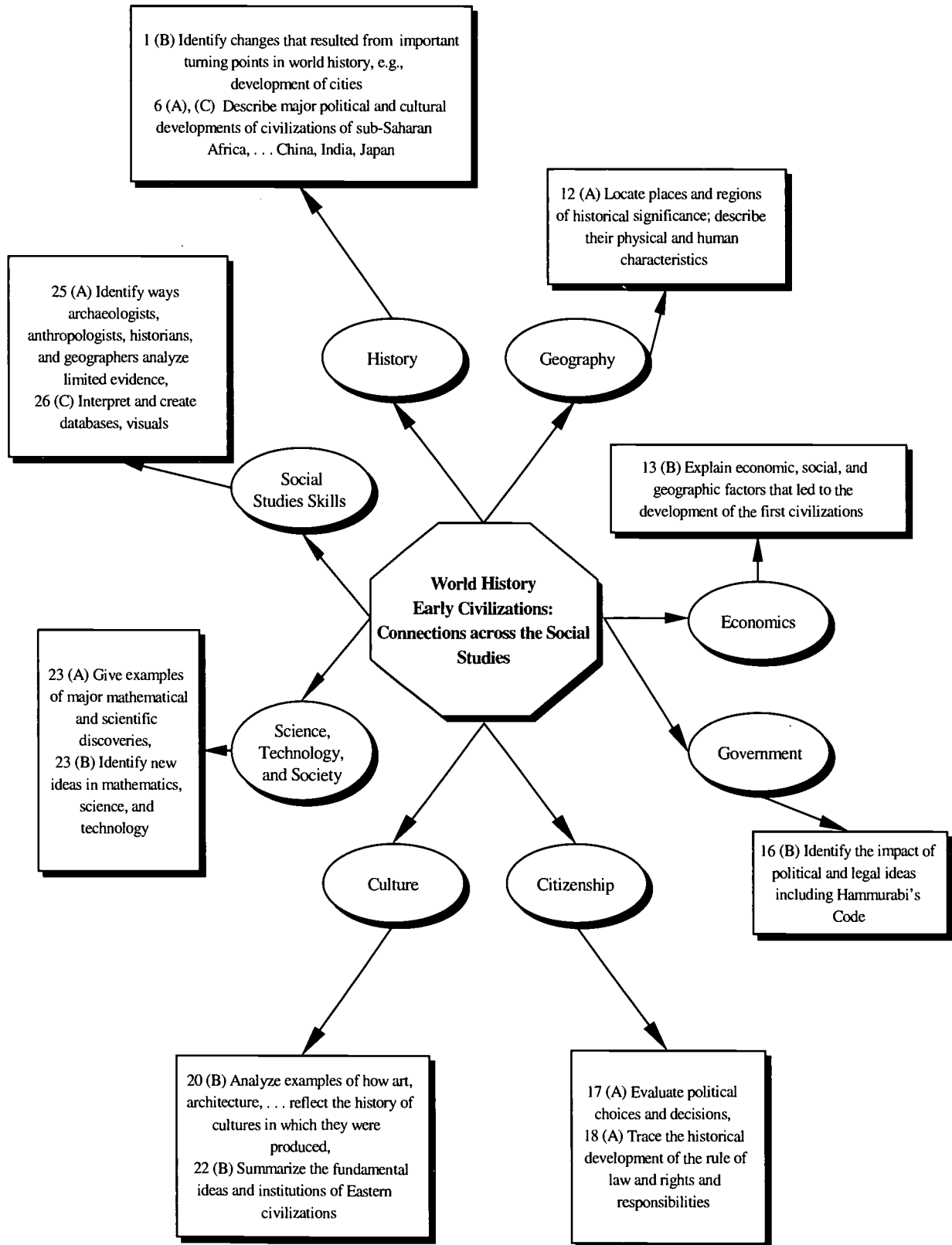


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**Figure 10: The U.S. Constitution:
Connections across the Curriculum (Grade 8)**



**Figure 11: Early Civilizations:
Connections across the Social Studies (World History)**



**Figure 12: Early Civilizations:
Connections across the Curriculum (World History)**

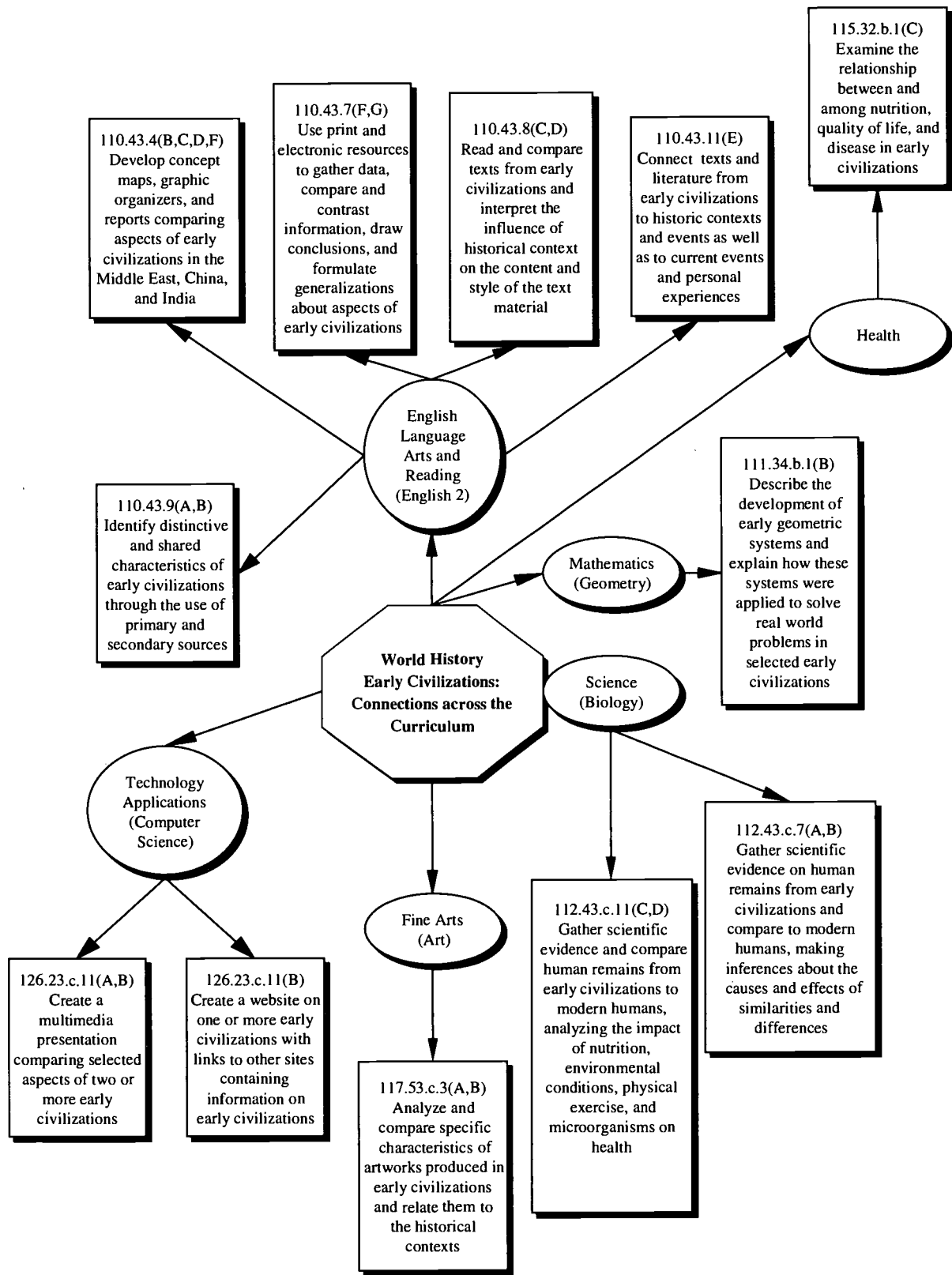
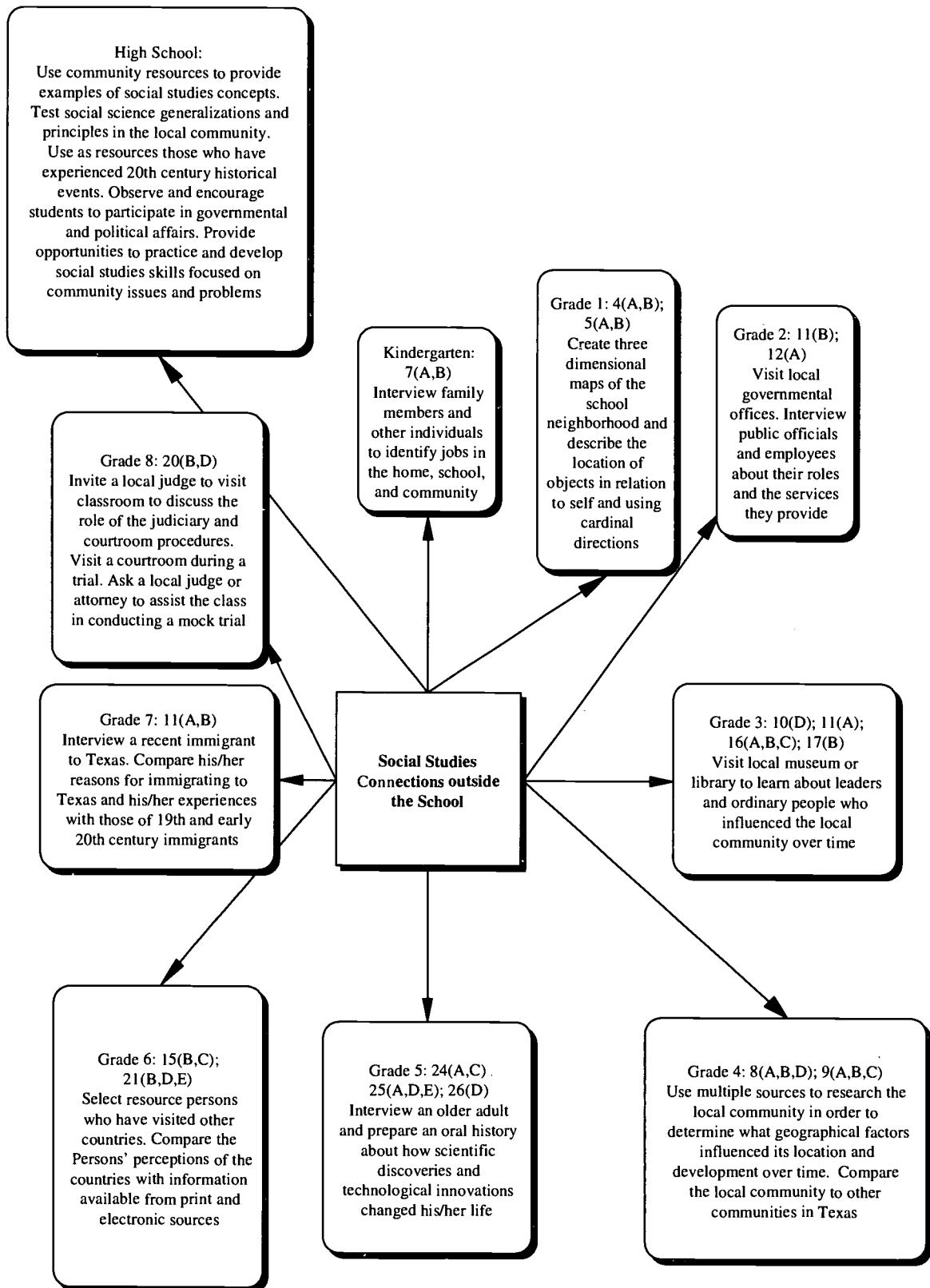
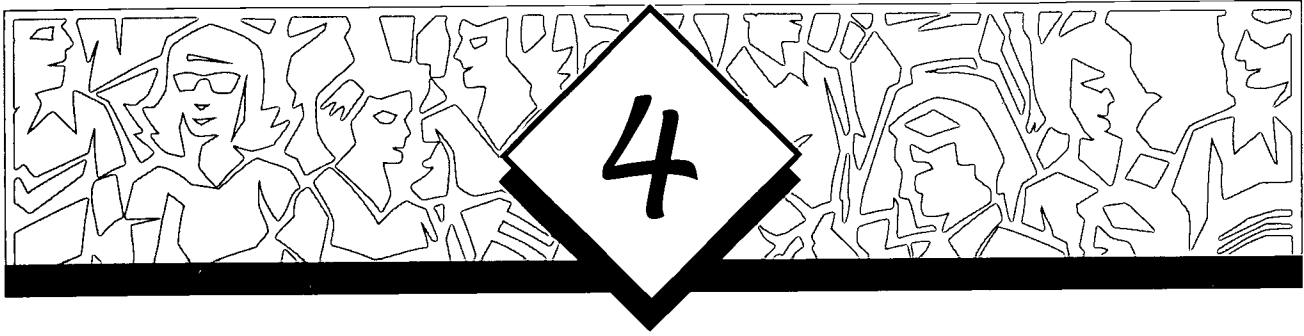


Figure 13: Social Studies Connections outside the School



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Developing Social Studies Curriculum Based on the TEKS

WHAT IS CURRICULUM?

When some educators think of curriculum, they visualize rows of dusty three-ring binders in the central office or on the principal's bookshelf, the content of textbooks, the courses offered by the secondary social studies department, or that content defined in the TEKS. They may think of curriculum as a restrictive written document that offers little help with the day-to-day teaching and learning processes that occur in thousands of classrooms across Texas.

Other educators see curriculum as a means for bringing about continuity across a district's many grade levels and many campuses. In this instance curriculum is a tool that can help a district eliminate gaps and prevent overlaps through vertical articulation of the knowledge and skills that learners encounter. These educators see curriculum building as a way of integrating instruction across several subject matter areas at a particular grade level, providing a means of planning experiences that will consolidate knowledge and skills, and offer the possibility of maximizing learning for children. They may think of curriculum as a written document, but one that is constantly in need of modification as they work to meet the special needs of children in their districts.

District staff should pay special attention to how they define curriculum. Some curriculum specialists define the term very broadly. Others define it more narrowly. A sampling of definitions follows:

- Curriculum is all experiences offered to learners under the auspices of the school.
- Curriculum is the content of the subjects offered by the school.

- Curriculum consists entirely of knowledge that comes from the disciplines.
- Curriculum is a plan for learning.
- Curriculum consists of a set of planned learning objectives.

Everyone involved in the curriculum development process should agree on a definition at the beginning because their perception will influence the final product and its use. If educators think of curriculum as unchanging and restrictive, it probably will become so. If they think of curriculum as dynamic and useful, it will become a tool that can enhance both teaching and learning.

In this document, curriculum will be defined as follows:

a specific blueprint for learning that is derived from content and performance standards. Curriculum takes content and shapes it into a plan for effective teaching and learning. Thus, curriculum is more than a general framework, ...it is a specific plan with identified lessons in an appropriate form and sequence for directing teaching (Wiggins and McTighe, 1998).

ARE THE TEKS SUFFICIENT AS A DISTRICT LEVEL CURRICULUM?

The answer is no. The TEKS for Social Studies are a statement of what Texas students in grades K-12 should know and be able to do. The TEKS for both foundation and enrichment areas are intended as a statement of standards upon which district level curriculum and classroom curriculum should be built. While the TEKS

might serve as a preliminary K-12 scope and sequence, they do not provide the guidance needed for organizing or sequencing content within a particular grade level or course.

The TEKS for Social Studies do not mandate a particular curriculum organization or instructional approach. These areas are the prerogative and the responsibility of each public school district in Texas.

If classroom teachers are presented with the TEKS as the only curriculum resource, they will experience a great deal of frustration. Neither the TEKS for Social Studies nor the TEKS for other subjects address the daily demands faced by classroom educators. A third grade teacher who visits the Texas Education Agency website and prints the TEKS for grade three will have approximately thirty-nine pages of statements about what students are to know and be able to do. These thirty-nine pages offer no suggestions for curricular planning; organizing, sequencing, and teaching the TEKS; or for assessing student learning. The likely response may be to ignore all but those most likely to be assessed by the Texas Assessment of Academic Skills (TAAS).

Districts have both an obligation and an opportunity to engage in curriculum development activities. It is only through local efforts that the TEKS for Social Studies will be incorporated into a dynamic curriculum that will provide guidance and useful resources to teachers as they engage learners in experiences that will insure those learners achieve the standards identified in the TEKS. Please refer to Appendix A for an overview of the curriculum development process.

WHAT TYPES OF CURRICULUM DOCUMENTS SHOULD DISTRICTS DEVELOP?

While the term curriculum development is used throughout this section of the *Texas Social Studies Framework*, it does not imply that the curriculum work necessary to implement the TEKS for Social Studies needs to begin from scratch. There are many similarities between the Texas Essential Elements and the TEKS for Social Studies. Well designed social studies curricula are in evidence in many Texas districts and the task of reconsidering, redesigning, and renewing the social studies curriculum can proceed on the basis of the curriculum that exists. *Renewing the social studies curriculum* (Parker, 1991) is an excellent resource for those educators who are involved in the task of reconsidering and renewing the social studies curriculum.

Armstrong (1989) outlines and provides examples of a number of types of curriculum documents that have proven useful at the district level. Some of those types of documents that might be most helpful in insuring the implementation of the TEKS for Social Studies are identified below. Armstrong's suggestions are paraphrased in the following sections on philosophy statements, general scope and sequence documents, grade level and course plans, and instructional unit plans.

Philosophy Statements

These statements are collections of ideas about the overall intentions of a program. While nonspecific, they reference major goals of the curriculum and attempt to bring together many perspectives regarding purposes of instructional programs. Philosophy statements are most useful in providing educators and the public with information about the overall goals of the school program. They also provide some direction for the development of other district level curriculum documents (Armstrong, p. 98).

A philosophy statement is especially helpful for the social studies. The development of a philosophy statement provides a forum for educators and other interested parties to engage each other in a discussion of beliefs and purposes for K-12 social studies program. In an earlier section of this framework, page 3, some of the different definitions and approaches to the social studies were identified. A forum for discussion will allow those different beliefs and approaches to be aired and a consensus to be reached about the nature and purposes of the entire social studies program. This consensus takes the form of the philosophy statement that can bring focus and unity of purpose to the remaining curriculum development tasks.

General Scope and Sequence Documents

These documents contain the key elements of all subject areas for grades K-12. These documents are most useful to those individuals who are responsible for overall program management and who must verify that a program meets legal requirements. Scope and sequence documents provide the basis for the development of grade level and course plans (Armstrong, pp. 99-100).

The TEKS generally meet the definition of a K-12 scope and sequence document.

The general scope and sequence document provides a common point of departure for the development of grade level and course documents. The TEKS for all content areas are organized by elementary grade levels on the Texas Education Agency (TEA) website (<<http://www.tea.state.tx.us/>>) and provide a type of general scope and sequence, allowing educators to examine all of the TEKS for a particular grade level. Districts may choose to go beyond the requirements of the TEKS in building a district level general scope and sequence document. They might also choose to modify the format of the TEKS that are available from the TEA website in order to make them easier to use in other curriculum development tasks that will follow. Such modifications might include labeling and reorganizing the TEKS into categories such as content knowledge, procedural knowledge, skills, etc.; and noting when ideas and skills are introduced, practiced, mastered, and reviewed. Such modifications should be made with two ends in mind:

- the general scope and sequence should
 - 1) include and identify the learning expectations required by state law and regulation,
 - 2) clearly display the learning expectations of the district for each grade and course, and
- should provide all possible assistance to those teams of educators who will be developing grade level and course documents and instructional unit documents.

Grade Level Plans and Course Plans

Grade level plans contain information about a particular subject at a particular grade or about all subjects at a particular grade. Course plans are similar to grade level plans, but are intended for use at the secondary level. Grade level and course plans provide basic information regarding instructional objectives, the organization and sequencing of the units and/or topics, and approaches to assessment that are included at the grade level or in the course. These documents are most useful to those responsible for coordinating instruction and as a beginning point for the development of instructional unit plans (Armstrong, pp. 101-103).

Grade level and course plans are critical documents in a well orchestrated plan to insure implementation of the TEKS. They build upon the philosophy statement and the general scope and sequence, providing the structure from which instructional units are developed. Grade level plans at the elementary and middle school levels can be developed on a separate subject basis or can contain all

subjects. At the secondary level these documents are developed on a course by course basis. Whatever approach district educators choose to use, they should keep in mind the necessity for vertical articulation and horizontal integration of the curriculum. Vertical organization provides for the sequence and progressive development of content and skills across the K-12 program and horizontal organization provides the means of reinforcing and applying knowledge and skills that are common across several subject areas. Both organizational approaches are described later in this chapter.

Grade level and course plans are the “work horses” of the set of interrelated curriculum documents suggested in this section and it is in the development of grade level and course plans that district educators can exercise a great deal of latitude in developing a truly local curriculum. These documents are of critical importance because they provide for the organization of the curriculum and make general suggestions for its delivery. A grade level plan for sixth grade social studies might include the following:

- an overview of the course content (see course descriptions in an earlier section of this document),
- a brief description of the instructional units or topics to be covered,
- a suggested sequence for the units or topics,
- a brief suggestion for general instructional approaches, and
- a general description of assessment procedures that might be used.

Grade level and course documents provide invaluable assistance for educators who will later develop the instructional unit documents since they provide an organizational framework for delivery of the TEKS that is not found in the general scope and sequence document. For example, a description of a sixth grade social studies unit on different types of economic systems would be likely to incorporate the development of knowledge and skills contained in the economics, geography, government, culture, and social studies skills strands of the TEKS for Social Studies, as well as the development of knowledge and skills contained in the TEKS for Mathematics, English Language Arts and Reading, and Technology Applications for sixth grade.

The SSCED website includes links to other websites that contain useful information for developing grade level and course plans. The website of the ERIC Social Studies Center should be especially useful in identifying model

plans. (Consult Appendix B: Resources for Enhancing Social Studies Curriculum, Instruction, and Assessment.)

Instructional Unit Plans

Instructional unit plans provide very specific guidelines regarding how the instructional program is organized and delivered. They contain detailed performance objectives, the organization and sequence of units and/or topics, suggestions for instructional strategies and activities, specific suggestions for assessment, and lists and descriptions of resources available to support instruction, e.g., books, videos, CD-ROMs, websites, etc. These curriculum documents are especially useful to classroom educators (Armstrong, pp. 103-104).

The SSCED website includes annotated bibliographies of books and CD-ROMs as well as links to other websites that contain useful information for developing instructional unit plans.

Instructional unit documents are intended primarily for the use of classroom educators. They are the most specific of the set of interrelated documents described in this section, providing detailed and practical information for the delivery of the curriculum in the classroom. Good instructional units are of invaluable assistance to all busy classroom educators, but are especially helpful at the elementary level, where a single teacher might have to plan for and carry out instruction that incorporates as many as seven or eight different sets of TEKS. These documents ease the classroom educator's burden of having to plan curriculum on a daily or weekly basis and allow them to devote more time to the critical elements of instruction and assessment. Instructional unit documents fulfill an important legal function for districts in that they are built upon the documents described in early parts of this section and, therefore, incorporate the TEKS as mandated by state laws and regulations.

Useful instructional unit documents incorporate performance objectives based on the TEKS for Social Studies (as well as other TEKS when appropriate), identification of important ideas (concepts and generalizations), specific suggestions for delivery of instruction (lesson plans and activities), specific suggestions for assessment (performance tasks and rubrics), and identification of useful instructional resources (fiction and nonfiction books, CD-ROMs, websites, videos, etc.). They might also include suggested modifications for special populations, enrichment and extension activities, suggestions for formative evaluation and reteaching, and ideas for

linking social studies with other subject areas, e.g., world history and literature or U.S. history and technology. To insure the implementation of the TEKS for Social Studies, careful consideration needs to be given to the development of good instructional unit documents.

SHOULD DISTRICTS WAIT UNTIL NEW SOCIAL STUDIES TEXTBOOKS ARE ADOPTED BEFORE DEVELOPING THE SOCIAL STUDIES CURRICULUM?

No. New social studies textbooks will not be adopted by the State Board of Education until 2002. Classroom educators need assistance in implementing the TEKS for Social Studies now. Waiting on the adoption of new textbooks before developing curriculum is a sure prescription for a low level of implementation of the TEKS for Social Studies.

Most education professionals recognize that social studies textbooks and their related support materials are useful resources for both teachers and students; however, there is nearly unanimous agreement that the curriculum should consist of more than the contents of a textbook. They also agree that curriculum development should precede, not follow, the adoption of textbooks. Textbooks should be chosen to fit and support the curriculum, rather than determine the curriculum.

District level educators generally have an intimate knowledge of the needs and interests of their students, the skills and abilities of their professional staff, community and district level resources available to support the local curriculum, the requirements of state mandates, and the organization and operation of their schools. Large national and international publishing conglomerates lack this intimate knowledge and, therefore, often cannot make the critical decisions that insure optimal learning for students.

Textbooks serve as useful curriculum resources but they cannot be relied on as a curriculum. Think about how multiple sources can be used to help teach the TEKS-based curriculum adopted in a local district. Here are some reasons why multiple sources are needed to augment the selected textbook:

- Most textbooks are written for a national audience and cannot include multiple examples of content drawn from regional or local areas that can contextualize student learning and

produce rich and varied opportunities for learning social studies knowledge and skills through familiar, observable representations of content.

- Because textbooks try to convey large amounts of information, the information is often summarized and generalized. This limits the textbook's potential usefulness for helping students to develop the social studies skills of collecting, organizing, interpreting, and summarizing data and communicating that data in a variety of forms. In addition, textbooks may minimize differences of opinions when dealing with general topics. In these cases, students will have limited opportunities to examine points of view, solve problems, and offer decisions about the resolution of issues as required by the TEKS. Other sources including primary source documents can enrich content and skills instruction.
- While textbooks are written for a general audience, classroom educators understand that the average student exists only in theory. Every learner has different abilities, different interests, and different ways of learning. Some have a great deal of difficulty reading and comprehending the textbook and most have to be actively engaged before learning occurs. A variety of fiction and nonfiction books, as well as other instructional resources and activities, need to be employed by teachers if students are to demonstrate learning of the knowledge and skills embodied in the TEKS for Social Studies.
- The process of textbook production means that information from the last three years is often not included. In a world of fast breaking news stories and ever changing economic and political issues, important current affairs at local, state, national, and international levels cannot be incorporated into textbooks.

Textbooks cannot provide all the types of sources teachers need to satisfy the social studies skills strand, grades 4 through 12, that requires students to differentiate between, locate, and use a variety of primary and secondary sources. These important critical thinking skills help students become discerning adults, capable of organizing and using a variety of information. Where do teachers begin? Textbooks can be considered one secondary source, and they can include a limited selection of primary sources. Help exists!

The SSCED website includes an annotated list of websites organized by grade level and subject that provides data, maps, and primary and secondary sources related to all eight social studies strands. Published primary sources also exist, including transcriptions of original diaries, letters, and other correspondence produced by people who experienced events first hand. Local curriculum developers can also provide guidance by developing a curriculum that helps teachers organize and sequence their instruction and assessment. Then teachers and students can get the most out of the rich resources available to supplement textbooks and enrich instruction.

WHAT ARE SOME WAYS OF ORGANIZING AND STRUCTURING SOCIAL STUDIES CURRICULUM?

Over the years, curriculum specialists have offered a number of different structural or organizational bases for the curriculum. It is appropriate to consider these when developing grade level or course guides, as well as when developing instructional units. It is important to remember that not every grade level or course guide needs to be organized in the same way and that instructional units within a grade level or course might be organized differently. When making decisions about the organization of grade level or course guides and instructional units, educators must be aware that each type of organization has advantages and disadvantages; some may be more advantageous for certain types of social studies content, for the developmental level of the learners, or for the materials that are available. The organizational bases identified by Posner and Rudnitsky (1994) are summarized as follows:

World Related (The Way the World Is)

There is consistency between the ordering of content and the empirical relationships among events, people, and objects as they exist in the real world. The criteria used can include space, time, and physical attributes. *Example: A teacher organizes the study of U.S. history in grade eight on a chronological basis. The sequence of units includes the thirteen colonies, the revolutionary era, the young republic, etc.*

Concept Related (The Way Ideas Are Organized)

The organization reflects the ways in which ideas relate to each other. The fundamental ideas of the social science disciplines provide the themes for the course or the unit such as chronological themes for history and regional themes for geography. *Example: A teacher develops a sixth grade unit on world population which includes the related concepts of population distribution, population density, birth rate, death rate, rate of increase, doubling time, and migration. The unit examines three world regions that clearly illustrate these concepts.*

Inquiry Related (The Way Knowledge Is Generated)

Inquiry-related organization focuses on the processes of collecting, organizing, and analyzing data; drawing conclusions; forming generalizations; and verifying knowledge. Both inductive and deductive approaches can be used. *Example: A third grade teacher shares artifacts and reproductions of items used by people living in their local community 100 years ago. The students examine the articles, try to determine their uses, and attempt to draw conclusions about what life must have been like at that time. They attempt to verify their conclusions by reading first-person accounts and historical fiction set in that time period.*

Learning Related (The Way Pupils Learn)

Learning theory (behaviorist, cognitivist, constructivist) provides the basis for organization and sequence of content. Criteria such as the learner's previous experience, the developmental level of the learner, and the level of difficulty of the content will influence curriculum developers' decisions. *Example: A kindergarten teacher who takes a constructivist approach begins most units by asking students to think about a problem, share their present knowledge, identify what they would like to find out, make predictions, collect information, and think about what the information means.*

Utilization Related (The Way Learnings Are to Be Utilized in Life)

Content is organized on the basis of procedures or anticipated frequency of use. The organization and sequence of the content reflects the steps to be followed in a procedure or the most important content is placed first in a course or unit. "Most

important" means that the learner is likely to encounter this content most often. *Example: A fourth grade teacher organizes an instructional sequence designed to result in multimedia presentations by teams of students. Skills related to outlining, preparing text slides, scanning photographs, copying images from the Web, importing images, and sequencing slides are taught in a step-by-step fashion.*

As educators develop grade level and course plans they should consider the implications of organization. A traditional world geography course might be organized around world regions, but there are alternative organizational schemes that might work as well or even better. Alternately, a world geography course might be thematically organized, containing units with content themes such as world population patterns, world climate patterns, food and farming, energy, etc. A thematic organization for a world geography course might lead students to a better understanding of worldwide patterns of geographic phenomena, while a regional organization might help students to become more aware of similarities and interrelationships among countries that make up parts of a region. The TEKS for world geography can be met with either organizational pattern. Decisions regarding organization of a particular course/unit should depend heavily on the rationale for the course, which incorporates consideration of the goals, the learners, and the current and future demands of citizenship.

HOW CAN HORIZONTAL ORGANIZATION OF THE CURRICULUM BE ACHIEVED?

Horizontal organization engages the curriculum worker with the concepts of scope and integration, that is, the side-by-side arrangement of curriculum elements (Ornstein and Hunkins, 1993, p. 236).

Work on the horizontal organization of curriculum provides for the correlation and integration of content from the various subjects offered to learners at the same grade level. For example, the instruction related to the TEKS in language arts, science, social studies and technology applications could be incorporated into one thematic unit in ways that would reinforce concepts and skills common to the subjects as well as insure a broad and deep understanding of those concepts and skills. Consideration of the horizontal organization of curriculum and the provision of appropriate curriculum documents can be a powerful force in insuring the attainment of standards contained in the TEKS.

If the TEKS for the elementary grade levels are considered on a subject by subject basis, it seems that the elementary teacher faces an almost impossible task because of the sheer number of TEKS at each of the grade levels. School district administrators who have not considered issues related to horizontal organization and who do not provide assistance to teachers in the form of appropriate curriculum documents should not be surprised if teachers emphasize the TEKS in curriculum areas (reading, writing, and mathematics) for which they are held accountable on the TAAS test. The most immediate result is the disappearance of social studies from the elementary curriculum. Yet, if students do not regularly participate in social studies instruction beginning in Kindergarten, they will not realize maximum student achievement in Grade 8. The long term result is actually more frightening, that citizens will not be prepared to live and prosper in a world that will certainly demand more of them than the skills that are measured on the TAAS. The elementary grades are the most formative in the learner's K-12 education. If attention is not given to the knowledge, skills, and beliefs associated with citizenship in a democratic republic at an early age, it is not likely that these goals will be realized by the end of Grade 12.

Horizontal organization of the curriculum is difficult and demands that exemplary models, sufficient time, and adequate resources be provided to those educators who assume the tasks of developing grade level plans, course plans, and instructional units. Staff development stressing the importance of horizontal organization and strategies for accomplishing coordination and correlation of the various subjects will also be necessary. If districts fail to address horizontal organization of the curriculum, they are likely to fall short of the goal of having their students achieve the standards contained in the TEKS for Social Studies and the TEKS for other subject areas.

HOW CAN VERTICAL ORGANIZATION OF THE CURRICULUM BE ACHIEVED?

Vertical organization, which centers on the concepts of sequence and continuity, is concerned with the longitudinal placement of curriculum elements...Frequently, curricula are organized so that the same topics are introduced and treated in different grades, but at more detailed and difficult levels (Ornstein and Hunkins, 1993, pp. 236-237).

The TEKS for Social Studies at the elementary level provide an example of the vertical organization of

curriculum in their sequence of major focal points for the grade levels; Grade 1—the family and school, Grade 2—the local community, Grade 3—communities: past and present, Grade 4—the state, Grade 5—the nation, and Grade 6—the world. This traditional organization of the social studies curriculum, often termed the expanding horizons curriculum model, has as one of its intents the sequencing of content in order to insure that students learn about the human endeavor in a variety of settings and at a variety of scales as they progress through the elementary grades.

Vertical organization of the curriculum also implies the planned revisiting of curriculum components. For instance, while ideas regarding the family are included at Grade 1 and understandings about the local community are introduced at Grade 2, these focal points should not disappear from the curriculum at succeeding grade levels. Good classroom educators will help their students to compare the local community to other communities in Grade 3, to examine the local community in state and national contexts at Grades 4 and 5, and to study the local community's connections to the world at Grade 6. Less experienced classroom educators will find it of immense help if suggested strategies and resources for accomplishing this type of vertical organization are built into the curriculum and if these ideas are documented in grade level plans, course plans, and instructional unit documents.

Both the horizontal and vertical organization of curriculum need to be considered by teams who focus their efforts on building the general scope and sequence, grade level and course plans, and instructional unit documents. For example, social studies skills that are identified in the TEKS at any particular grade level share some similarities with skills in language arts, mathematics, science, and technology applications. The same social studies skills may also appear at several grade levels, possibly being introduced at one grade level, mastered at the next, and then reviewed and applied at several succeeding grade levels. Curriculum workers must organize and sequence both grade level plans and instructional units to be sure the skills are reinforced across the subjects at any given grade level and applied in increasingly complex and sophisticated ways across several grade levels. Careful planning will help insure that students achieve the standards contained in the TEKS.

WHAT ARE SOME WAYS OF INSURING THAT LEARNERS ACHIEVE THE STANDARDS ESTABLISHED BY THE TEKS FOR SOCIAL STUDIES?

While some might argue that this is an instructional question, it is also a curriculum question. The experiences (one in mathematics, one in social studies) of two Texas school districts can serve to illustrate this point. The cases are as follows:

Case 1: A Texas school district decided that something had to be done to raise the mathematics scores of its students on the Texas Assessment of Academic Skills (TAAS). During the late spring, the district's curriculum coordinator, two principals, and two school board members examined several different sets of instructional materials whose publishers promised that mathematics scores were certain to improve with their materials. One set of materials was finally selected and by the middle of the summer materials were ordered for the classrooms. A large sum of local dollars was spent on the materials. During the week before school began in August, a publisher's representative did a half-day presentation on the new materials. Teachers loved the workshop—good jokes. They also deeply resented the fact that they were never consulted by the group of five and that they had learned about the new materials only a week before school was to begin. The day before school began, boxes of the new materials arrived and were delivered to the appropriate classrooms that same afternoon. The group of five relaxed, knowing they had performed a great service for their district. They smiled and eagerly waited for the greatly improved mathematics scores at the end of the year. End of year. TAAS scores back. No improvement in mathematics scores. Slight decline. Smiles disappeared. During the summer, custodians noticed more than a few unopened boxes (mathematics books???) in classroom closets.

Case 2: Several years ago a Texas school district had the distinction of having its name appear on the front page of newspapers around the country. A group of high school students from the district was chosen to participate in a test of geographic knowledge administered to students in Asia, Europe, North America, and South America. Students from the Texas district had lower scores than almost all other nations. Great media coverage, bad publicity.

District officials decided something had to be done. During the summer they offered five days of staff development in geography to high school social studies teachers. They spent a lot of money to bring in some of the nation's experts in geographic education. Teachers loved the staff development and went home with several bags of instructional materials. The next spring, the district arranged for a local administration of the same test to high school students. No change in scores. No one reported the results to the media. And, no one ever noticed that not one geography course was offered in the district at the secondary level.

There is a moral to these stories. District administrators can think they are doing the right thing, lots of money can be spent, and teachers can be happy, but if it is not taught to students, it will not be learned.

Although answers to most educational questions are not simple, even a lay person will understand that for something to be learned, it must be taught. In order to insure that the requirements outlined in the TEKS for Social Studies are learned, they must be taught. Curriculum development must begin with the end in sight. To clarify that end, there is no substitute for analyzing the TEKS for Social Studies, discussing their meaning, and exchanging ideas about how curriculum can be developed around them. Classroom educators should not only study the TEKS for their particular grade level or course, but should also examine the TEKS for preceding and succeeding grade levels and courses in order to understand the role they will play in the long-term, cumulative development of concepts and skills. Charts developed by SSCED that feature highlights of the TEKS for Social Studies, K-8 and 9-12, can be used to facilitate this process. TEKS for Social Studies charts can be ordered using the form in Appendix D.

Both curriculum and instructional strategies must focus clearly on the important facts, concepts, generalizations, and skills contained in the TEKS for Social Studies. Some content and activities previously included in the curriculum may have to be retired. New curriculum will have to be developed, different instructional strategies will have to be selected, and new instructional materials will have to be identified. While building an Egyptian pyramid from sugar cubes may be great fun for sixth grade pupils, if the activity does not contribute to achieving the knowledge and skills included in the TEKS or to other important curriculum objectives, it may no longer be a viable part of the curriculum.

Beginning with the end in mind is not a new idea. Tyler (1949) focused on the idea in the 1940s, Bloom (1956) drew our attention to the idea in the 1950s, Gagne and Briggs (1979) reminded us of it in the 1970s, and Wiggins and McTighe (1998) recently identified it as one of the most important elements related to success in learning. Although all educators know the importance of this idea, the following quotes might help focus our attention on it:

Educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. . . (Tyler, 1949, p. 1).

. . . many teachers begin with textbooks, favored lessons, and time-honored activities rather than deriving those tools from targeted goals or standards. We are advocating the reverse: One starts with the end—the desired results (goals or standards)—and then derives the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform (Wiggins and McTighe, 1998, p. 8).

The lesson is clear. State law requires that the TEKS for Social Studies be the focus of the local social studies curriculum. Instructional strategies must help children develop the knowledge and skills embodied in the TEKS. Instructional materials must be selected to support the important ideas identified in the TEKS. Assessment must let us know whether learners have met the standards outlined in the TEKS. The idea is simple, the TEKS for Social Studies must be the primary focus of the K-12 social studies program. What is to be learned, must be taught. If Texas educators keep this idea in mind they can be sure that learners will achieve the standards identified in the TEKS for Social Studies.

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The Teaching-Learning System: Curriculum, Instruction, and Assessment

Successful social studies teachers seek effective ways to convey knowledge. The process begins with a clear curriculum and continues with carefully selected and applied instructional and assessment strategies. This chapter of the *Texas Social Studies Framework* provides ideas to administrators and teachers about the latest research on curriculum, instruction, and assessment and suggests classroom experiences that can improve TEKS-based social studies instruction.

CURRICULUM, INSTRUCTION, AND ASSESSMENT

Curriculum, instruction, and assessment are three elements of the teaching-learning system. Each serves a purpose in helping students to learn.

- The *curriculum* is a blueprint for learning that derives from content and performance standards (Wiggins and McTighe, 1998). (For a more complete definition of curriculum see Chapter 4). The TEKS are the foundation of the Texas curriculum. The TEKS specify, in clear and precise language, what students are expected to know, understand, and be able to do. Performance is a key component of the TEKS. Today, the citizens of Texas have high expectations for students. They wish students to be able to apply their learning in real world contexts.
- *Instruction* is the various strategies, lessons, and activities teachers develop and use to teach and help students learn. Effective instruction provides students opportunities to achieve TEKS expectations.

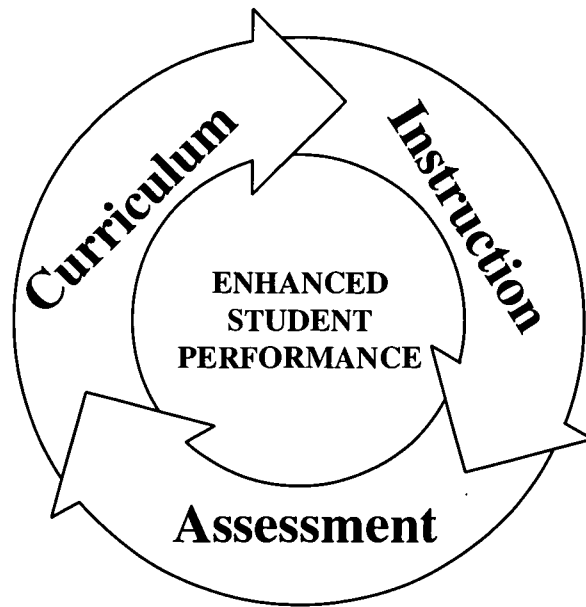
- *Assessment* provides information about student performance. Multiple types of assessment are used as diagnostic tools, for accountability, and to motivate students. Effective TEKS-congruent assessment focuses on what students know and what they can do with that knowledge.

Curriculum developers should consider how their planning documents relate to instruction and assessment (see Figure 14). The ultimate goal is to align the key elements of curriculum, instruction, and assessment (C-I-A) into a coherent system which teachers can implement for the benefit of their students.

Curriculum developers should also be guided by four principles of learning identified by the National Academy of Sciences (*Education Week*, 1999):

- Curriculum design must help students to understand significant concepts, issues, and generalizations; not just memorize disassociated facts and skills.
- Lessons should begin with what students already know, then deepen and expand student understanding of the material.
- A “sense of community” created within the classroom can encourage students to value learning, and set high standards for themselves.
- Students need feedback, accomplished through meaningful assessment, that allows them to improve the quality of their thinking and performance.

Figure 14: C-I-A Alignment



THEORIES OF LEARNING

Social studies teachers can use a number of models of instruction. The challenge is to match the knowledge and skills required by the curriculum with the appropriate strategies. Teachers need to help students learn to learn (cognitive strategies) in ways that are effective for all students (multiple intelligences). They should incorporate active learning experiences (constructivism) that encourage student response (behaviorism). This section summarizes the key ideas of cognitivism, multiple intelligences, constructivism, and behaviorism and presents some implications for TEKS-based instruction. This framework does not advocate one theory over another but encourages the use of any or all as appropriate.

Cognitivism (Cognitive Strategies)

Few students have any idea of how to go about learning, or processing information in an efficient manner. The TEKS require students to learn both skills and content. Students can learn to learn if instruction is planned so that students use one or more appropriate cognitive strategies (ways to learn) to actively process content or practice skills. Four major types of cognitive strategies are:

- Organizing or Chunking Strategies
- Spatial Learning Strategies

- Bridging Strategies
- General Purpose Strategies

Following is a brief explanation and a TEKS-based example for each strategy. These strategies should be modeled for students in the context of classroom learning opportunities.

Organizing or Chunking Strategies

Organizing or chunking strategies are the learning strategies most often used in the social studies. These strategies require teachers and students to think about relationships and then to organize information based on relationships. Figure 15 provides descriptions and examples of organizing or chunking strategies based on spatial relationships, time, steps in a process, or logic; classification strategies; and multipurpose sorting, a strategy to identify and organize information based on multiple levels of relationships.

However, research shows that organizing strategies are not highly efficient or memorable and, when used alone, are not sufficient for long-term learning. They must be supplemented by more powerful strategies, e.g., spatial learning strategies or general purpose strategies, described below. Organizing strategies are good preparation for other learning strategies. Teachers should use the organizing strategy most appropriate to the subject matter and then combine it with other strategies to make the material more memorable.

Spatial Learning Strategies (Data Retrieval Charts and Concept Mapping)

Organizing strategies are more readily learned when combined with a spatial learning strategy, a bridging strategy, or a general learning strategy. Visuals are a powerful way for students to remember information, especially those students who have strong visual and kinesthetic intelligences. Following are two spatial learning strategies appropriate for elementary, middle, and secondary students: 1) data retrieval charts and 2) concept mapping.

- 1) Data Retrieval Chart: Students prepare a visual display (a grid or a matrix) of information. This provides “a big picture” that students can use to assimilate facts, compare, and organize information. Label the main ideas in rows and columns. Information to complete the data retrieval chart is provided by recall or found in reference material.

Figure 15: Organizing or Chunking Strategies

Organizing Information		
Strategy	Description	Example
Spatial	Arrays of information organized by actual location in space.	Students will divide a given space into subparts to help them recall concrete information, e.g., in order to learn the states of the United States, divide the nation into regions and learn the states within each region (TEKS 5.6 & 7).
Time	Narratives, story telling, sequencing. Problems, action, results. Cause and effect.	In learning a sequence of historical events, such as the events leading up to World War I (TEKS World History 9), students can develop flow charts and orally and visually recount the sequence.
Procedures	Steps and stages, e.g., food gathering, how a bill becomes a law, making a decision, solving a problem.	In summarizing the criteria and explaining the process, students will elaborate on the steps necessary to become a naturalized citizen (TEKS 8.20.E).
Logic	Structured around induction and deduction, stories that unfold from statements.	In explaining the choices people make in the U.S. free enterprise system, students will sequence the considerations involved in the decision-making process (TEKS 3.9.B & 3.17.D).
Classifying Information		
Taxonomies	Classification based on structural features, similarities, or functions.	In order to understand the various physical characteristics of the environment, students will classify geographic features, e.g., bodies of water, landforms, soils, natural resources (TEKS 1.6.A).
Typologies	Classification based on groups within a subject field.	In order to understand the similarities and differences within and among cultures, students will classify culture traits or institutions, e.g., religious groups, systems of government, language families (TEKS 6.15.C).
Multipurpose Sorting		
Cause-Effect	Determine which thing caused another thing to happen, or what resulted from another action.	In order for students to understand how historical events influence contemporary society, students will evaluate relationships between past conflicts and current conditions in selected contemporary societies (TEKS 6.1.B).
Similarities/Differences	Compare and contrast. Think about something students know, then transfer/compare to something new.	Students learn the causes and effects of the American Revolution in Grade 5 (TEKS 5.2.B). In order for students to trace the development of the Texas Revolution (TEKS 7.2.E), students will recall events leading to the American Revolution including history, economics, government systems, culture, and will compare and contrast the two revolutions.
Forms/Functions	Organize material by structure (What is X like?) and function (How does X work?). Use ideas of process and system.	To understand similarities and differences between the U.S. and other systems of government, students will gather data on various systems, asking the following questions: What is the system like? How does it work? How do members choose a leader? How do leaders relate to other members? Then students will apply organizing strategies (similarities/differences) to compare and contrast the systems (TEKS U.S. Government 13.A).
Advantage/Disadvantage	Sort material by advantages and disadvantages, pros and cons.	To understand how technology has changed people's lives, students will identify what a technology does and then will decide how it meets people's needs or makes life more complicated (TEKS K.14).

Figure 16 provides an example of a data retrieval chart that can help students organize information based on a generalization, e.g., “The physical environment (climate, landforms, and natural resources) in which Native Americans lived influenced how they lived (food, clothing, shelter, tools).” Students gather facts, elicit prior knowledge from memory, and place that knowledge into the data retrieval chart.

2) Concept Mapping: Structuring material visually as a chain, a spider, overlapping circles, or a hierarchical or hybrid “map” is a very powerful strategy (see Figures 17 and 18).

Students need explicit practice to develop meaningful and useful concept maps, but once they have a repertoire useful for different purposes, this is an excellent way for students to analyze complex ideas or text and to simplify it into memorable “mind pictures.” Figure 17 illustrates a flowchart that is useful in analyzing cause-and-effect relationships. Figure 18 features a Venn Diagram that enables students to compare and contrast information.

Bridging Strategies

A third type of cognitive strategy, bridging, helps students recall what they know and then transfer the knowledge to new topics. Advance organizers, metaphors, and analogies help students accomplish this (see Figure 19).

General Purpose Strategies

General purpose strategies are useful ways to study material and reinforce ideas. They include such strategies as rehearsal/repetition, the use of mnemonics, and study strategies (see Figure 20).

Multiple Intelligences

Some educators contend that different types of intelligence account for human abilities. These ideas reflect the influence of Howard Gardner and his theory of multiple intelligences, but L. L. Thurstone proposed “primary mental abilities” in 1938 and J. P. Guilford considered the nature of human intelligence, setting forth a model of intelligence in the 1960s (Guskey, 1999).

Gardner says the multiple intelligences include:

- Logical mathematical intelligence: an individual’s ability to understand logical and numerical patterns and relations
- Linguistic intelligence: the ability to acquire and use a large elaborate vocabulary
- Musical intelligence: the ability to create and enjoy music
- Spatial intelligence: the ability to recognize visual spatial relationships, think three-dimensionally, and use imagery

Figure 16: Data Retrieval Chart
Native Americans, Environment, and Lifestyle in Texas
TEKS 4.1.A and 7.2.A

Native Americans	Physical Environment			Lifestyle			
	Climate	Landforms	Natural Resources	Food	Clothing	Shelter	Tools
Caddo							
Coahuiltecan							
Comanche							
Karankawa							
Kiowa							
Waco							

Figure 17: Concept Map: Flowchart
 TEKS 3.4.C, 6.6.C, and World Geography 1.A

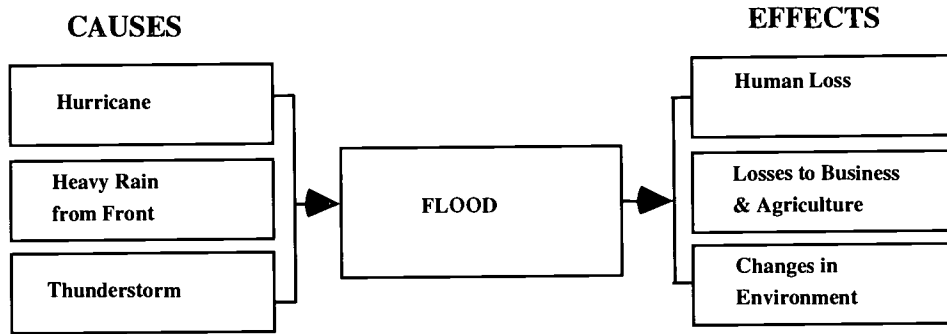


Figure 18: Concept Map: Venn Diagram
 TEKS U.S. Government 10.B

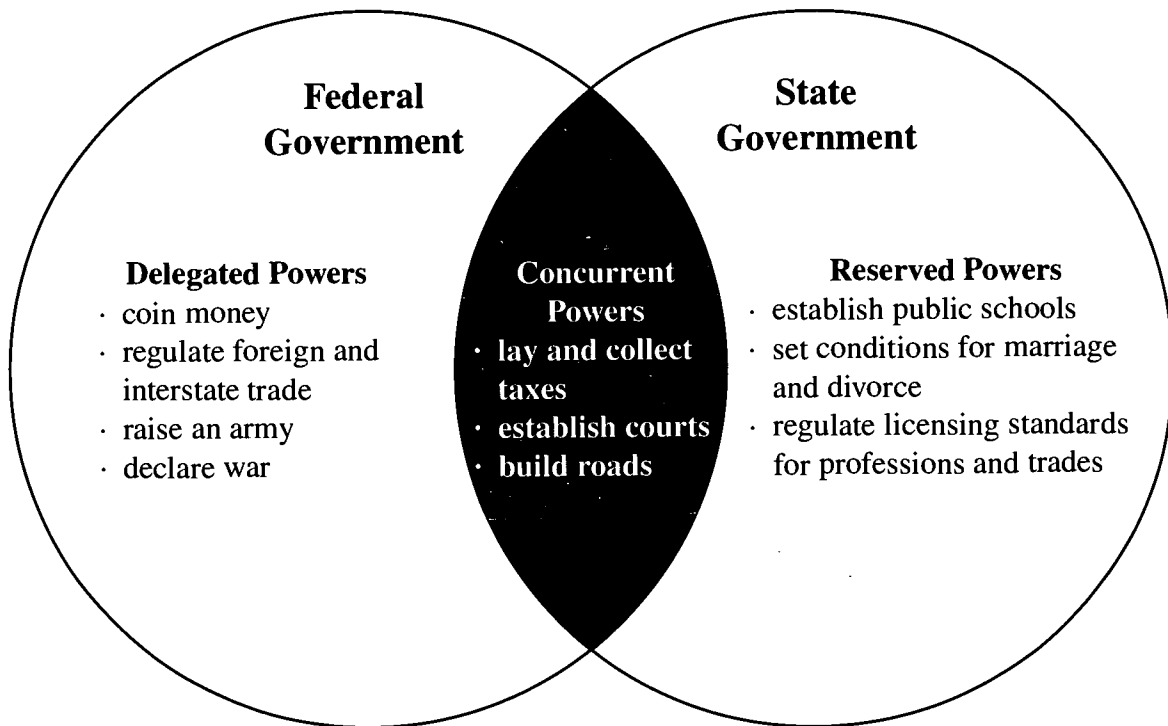


Figure 19: Bridging Strategies

Strategy	Description	Example
Advance Organizer	An advance organizer is a restatement of prior knowledge and an introduction to new material. A good advance organizer should be brief. It provides students with a structure of the new information and encourages transfer and application.	In order for students to understand how businesses operate in the U.S. free enterprise system (TEKS 3.2), a teacher can develop a class activity that encourages students to recall their prior understanding of the ways people are both producers and consumers (TEKS 2.10.B), and how a product develops from a natural resources to an item available in stores (TEKS 2.10.C).
Metaphor/ Analogy	Good metaphors are rich in imagery and figurative language. They are concrete, meaningful, and help students to learn. A successful teacher can capture students' attention with an apt metaphor, and construct a memorable learning experience.	In order for students to understand how physical processes shape patterns in the physical environment, a teacher can illustrate plate tectonics by comparing it to partially baked brownie dough. The crusty top part breaks when the gooey dough underneath moves as the pan is tipped from side to side (TEKS World Geography 3).

Figure 20: General Purpose Strategies

Strategy	Description	Example
Rehearsal/ Repetition	Several techniques exist to help students rehearse/repeat new information. These include asking and answering questions, predicting and clarifying, restating or paraphrasing, reviewing and summarizing, selecting, note taking, underlining, etc.	Teachers can assign students to study groups of two and have them quiz each other. This can be used at all grade levels and subjects to help students recall information (facts), to determine relationships between facts, and to determine the significance of facts.
Mnemonics	Mnemonics are devices used to remember material.	One common example is HOMES, which students can use to learn the names of the Great Lakes: H uron, O ntario, M ichigan, E rie, S uperior (TEKS 2.6.A, 5.7, and 8.11.A).
Study Strategies	A systematic approach to searching for information and finding meaning. The approach usually involves a set of strategies. (Vacca and Vacca, 1999, pp. 388-433). One such strategy is SQ3R in which students S urvey, Q uestion, R ead, R ecite, R eview (Vacca and Vacca, 1999, pp. 423-430).	For students to understand the major issues raised by U.S. involvement in World War I (TEKS U.S. History 3.D), students can preview the material in the assigned reading by skimming it. Then they can raise questions of the material that they expect will be answered during their reading. Then they read more thoroughly, searching for answers to their questions. They then recite, answering their questions out loud or in writing, using information gained from their reading. Finally they review, organizing and reflecting on the things they learned.

- Bodily kinesthetic intelligence: the ability to move skillfully and smoothly, to use the sense of touch and feel to perceive the world
- Interpersonal intelligence: the ability to cooperate well with others, to read their motivations, and to deal with their moods
- Intrapersonal intelligence: the ability to be aware of one's own feelings and inner world, to reflect on one's own experience in life, and to identify one's own strengths, desires, and weaknesses
- Naturalist intelligence: the ability to use objects and forces in the natural environment to solve problems and draw on abilities to observe

The TEKS offer teachers opportunities to reach students who exhibit different intelligences. However, including music in social studies instruction for the sake of meeting one type of intelligence is inadequate. Such use must be purposeful to be meaningful, and any activities should be structured around clearly delineated objectives related to curriculum, instruction, and assessment (C-I-A).

Constructivism

Many teachers are influenced by the theory of constructivism. Its principles hold that:

- Learning takes place in each individual through personal effort and is student centered.
- Learning is like a construction or building process, not a retrieval process. A student must be actively engaged in building his or her own knowledge and understanding.
- Students learn through mental interaction with the physical and social world; they do not merely take knowledge from that world.
- Understanding a new idea involves making connections between old ideas (previous knowledge) and new ideas.
- Learning is affected by the context in which an idea is taught as well as by a student's beliefs, attitudes, and previous experiences.

What students learn is organized into networks of information and knowledge (called schema). Some networks consist of data, information organized in patterns or structures. Other networks consist of ways of processing and organizing information, that is, skills and procedures. This means that what a student knows differs from what a student can do. These are two different things in our brains. The TEKS state expressly the social studies knowledge and the skills that students will learn

as they complete a comprehensive program. Curriculum developers need to consider this as they devise their plans.

The networks of information each student develops are unique because they are based on the individual's experiences and previous learning opportunities. These networks, in turn, affect the student's ability to learn: to perceive, understand, attach meaning to events, comprehend, and construct meaning.

What students learn is a function of what they already know (the networks or schema); the networks influence the input of information (perception), the processing of the input (comprehension), and the recall of the input (learning).

Learning can be thought of as making connections between old ideas and prior understandings and new ideas. The processes that help students to make connections or to build new networks of knowledge (the known ways people learn) are termed cognitive strategies (West, Farmer, and Wolf, 1991).

As a theory of learning, constructivism holds tremendous implications for social studies classrooms (Duis, 1996). Proponents believe that students can remember substantial amounts of new information better if they can build on prior knowledge. This places a responsibility on administrators to structure curriculum that provides connections between old and new information and on teachers to develop cognitive strategies as part of their instruction and assessment.

Behaviorism

The theory of behaviorism holds that reinforcement changes behavior. There are two types of behavior, voluntary and involuntary. Classical conditioning considers the ways external influences change involuntary behavior. Operant conditioning considers the ways external influences change voluntary behavior. Behaviorists contend that:

- External factors affect the learning process more than internal factors. This means that prior knowledge such as the ideas, insights, goals, or needs that a learner brings to a classroom does not affect the quantity nor quality of new knowledge as much as do the environment of the classroom, teaching style and delivery, or external expectations.

- Thought does play a role in conditioning. Students realize that certain study habits result in better grades and they are more inclined to repeat the performance.
- Research indicates that reinforcement does not always produce the expected results. Too much reinforcement can lead to diminution of behavior.

Social studies instructors influenced by behaviorism might focus their energies on varying the method of delivery or the classroom atmosphere (external factors) rather than on assessing existing student knowledge (internal factor). In contrast, constructivism encourages teachers to consider internal factors. Balancing these factors provides the most meaningful instruction in the social studies.

THE STRUCTURE OF KNOWLEDGE

The TEKS emphasize learning concepts, generalizations, principles, and theories; not just facts. Teachers who understand that there are different types of knowledge are more effective in designing instructional strategies to help students move beyond facts and begin to consider the relationships between and among facts.

Understanding concepts requires facts, but facts are meaningful only as they relate to concepts and generalizations.

A fact is merely an example.

Concepts are categories used to cluster factual information.

Generalizations are statements about relationships between and among concepts.

Students at the elementary level should be able to organize facts and make general observations. For example:

TEKS 1.14 “The student understands how families meet basic human needs.”

Fact: Families in the United States have an average of 1.9 children.

Concepts: Family, nation.

Generalization: Families vary in size and structure. These variations influence the ways families meet basic human needs.

At the middle and high school level, students should be able to move beyond generalizations to principles and theories.

A principle derives from observations of related facts.

Principles explain the standard outcome or define the parameters of conduct.

A theory can be a hypothetical or abstract statement that explains relationships or outcomes. It can also be a concise summary of a group of principles in one field of study such as science or art.

Consider the following sequence. Students devise generalizations, principles, and ultimately theories based on evidence. Acquiring this knowledge depends on applying critical-thinking, decision-making, and communication skills outlined in the TEKS at each grade level.

TEKS 7.20 The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas.

Facts: Prior to the early 1960s Texas residents sweated through hot summers, but by 1990 more than 90 percent of all residents in Texas enjoyed window or central air conditioning systems in homes and offices. Texas has more air conditioners than any other state in the United States.

Concepts: population, household, state, technology, change over time.

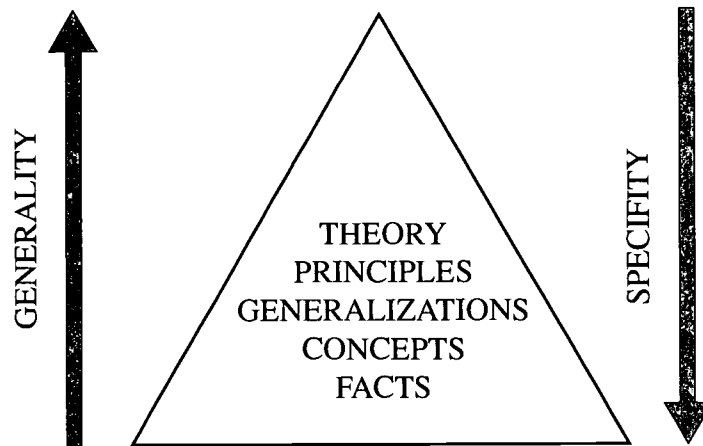
Generalizations: The invention of air conditioning affected most Texans.

Principle: Inventions transform human geography by affecting settlement patterns, industry, and commerce.

Theory: Technology exerts a profound influence on cultures.

Facts, concepts, generalizations, principles, and theories form a complex interdependent structure (see Figure 21). Each relies on the layer above and below for support and cohesion. A teaching-learning system that incorporates concepts and generalizations along with facts contributes to deeper student understanding.

Figure 21: The Structure of Knowledge



EXAMPLES OF INSTRUCTIONAL STRATEGIES

Following is a selective guide to instructional strategies. Each of these incorporates several models of instruction. For more details and information see the SSCED website at <<http://www.tea.state.tx.us/resources/ssced/instass/strategies.htm>>

Teaching Concepts

Concepts are building blocks; they link facts and generalizations. In order to understand a generalization, students first must understand its component concepts.

Consider this important social studies generalization: refugees migrate due to push forces. The student who does not know the meaning of two concepts, refugees and push forces, cannot understand the generalization.

Research has identified this general instructional strategy to be effective in teaching concepts. Teachers direct the activity initially, but students can apply the strategy as they move from learning to developing concepts.

- 1) Identify examples and non-examples illustrating the concept and place them in a logical order. One of these examples is identified as the "model." The model includes all the key attributes of the concept.
- 2) Develop materials or oral instructions with a set of cues, directions, questions, and student activities that draw attention to the critical

attributes, similarities, and differences in the examples and non-examples used to define the concept.

- 3) Focus student attention on the model. What are its attributes and characteristics?
- 4) Ask students to compare all the examples with the model, or best example.
- 5) Ask students to develop a definition of the concept or state it for them.
- 6) Place the concept in relation to other student knowledge; try to attach this information to existing student knowledge structures (schema).
- 7) Give students examples and non-examples to assess whether students understand the concept. Ask students to generate additional examples or apply the concept to new situations.

Figure 22 shows how teachers can develop a lesson to help students understand the concept "refugee."

Teaching Generalizations

There are two ways to organize instruction to help students develop generalizations, the inductive (discovery) approach and the deductive (expository) approach.

The inductive approach is related to inquiry learning. Students examine sets of data and materials. With the teacher they identify and explain key points, observe similarities and differences, patterns, and trends. Finally, students draw conclusions from the data, summarize their findings, and infer a generalization.

Figure 22: Teaching Students a Concept

Concept: Refugee (World Geography TEKS 6, 14, 18, 21)

1) Identify a set of examples and non-examples illustrating the concept and place them in a logical order. Include at least one example that serves as a model.

Concept Definition: Victims of political violence who seek refuge outside their country.

- *Model:* Large numbers of Vietnamese fled Vietnam following the fall of Saigon, 1975.
- *Other examples:* Palestinian refugees fled Israel in 1948-1949. In 1995, Hutus and Tutsis fled Rwanda for the Congo to escape ethnic strife after their president was thought to have been assassinated by members of the opposing ethnic group. Guatemalans fled to Mexico and the United States to escape political oppression in their own nation.
- *Non-examples:* Criminals who escape their punishment by fleeing to another country; individuals unhappy with their government who travel abroad; individuals seeking economic gain who move to other countries.

2) Develop materials or oral instructions with a set of cues, directions, questions, and student activities that draw attention to the critical attributes, similarities, and differences in the examples and non-examples used to define the concept.

3) Focus student attention on the model. What are its attributes and characteristics?

- *Critical attributes:* victim, political violence, seeking refuge and safety, in another country.
- *Noncritical attributes:* Country of origin, age, gender, educational level, socioeconomic status, race, religion.

4) Ask students to compare all the examples with the model; provide feedback to students on their comparisons.

5) Ask students to develop a definition of the concept or state it for them.

6) Place the concept in relation to other student knowledge; try to attach this information to existing student knowledge structures (schema).

7) Give students examples and non-examples to assess whether students understand the concept. Ask students to generate additional examples or apply the concept to new situations.

The deductive approach is opposite. Students are presented with a theory, hypothesis, or generalization and are asked to find evidence to support or refute it. The key concept components of the generalization are clarified and the teacher provides materials, instructions, and assistance for the students to verify the generalization.

Direct Instruction

Teachers today recognize the difference between telling and teaching. We know students learn most effectively through personal effort and engagement in activities, not because we have told them something. While direct instruction and lectures are not all good, they are not all bad either. At times it is efficient and wise to provide information directly to students, for example, to present baseline information, to explain a new skill, to model a thinking process, or to provide clear guidance and

information to students before they proceed to grapple with learning on their own. The typical direct instruction teaching strategy includes six steps: 1) daily review; 2) presentation of new material; 3) guided practice; 4) feedback; 5) independent practice; 6) periodic reviews.

Collaborative Processes

Collaboration means working together. Research shows that collaborative work supports greater retention of subject matter, improves attitudes toward learning, and teaches students how to get along with each other. Some useful strategies include collaborative learning techniques (see Figure 23): peer, cross-age, and cross-ability tutoring; and reciprocal teaching involving summarizing, generating questions, clarifying, and predicting (Morton, 1996).

Figure 23: Collaborative Learning Techniques

Collaborative Learning Techniques	Collaborative Learning Definitions
Roundrobin	Each student in turn shares something with his or her teammates, This works well for expressing ideas and opinions. Example: Students can use this technique to develop consensus on the civic responsibilities of Texas citizens (TEKS 7.16.B).
Corners	Students move to designated corners of the room and assume an outlook or topic predetermined by the teacher. Students discuss within corners, then listen to and paraphrase ideas from other corners. Example: Students can use this activity to compare the ideas from the English, American, French, and Russian revolutions (World History 8.B).
Numbered Heads Together	The teacher asks a question, students consult to make sure that they all know the answer, then one student is called upon to answer. Example: A group of students can discuss the impact of scientific discoveries and technological innovations on the United States, making sure everyone knows a variety of examples. Then, the teacher calls upon individual group members to assess learning (U.S. History 22.A).
Pairs Check	Students work in pairs within groups of four. Within pairs, one student answers a question/ completes a task while the other coaches. They alternate responsibilities. After every two questions, the pair checks to see if they have the same answers as the other pair in the group of four. Example: Students can use this technique to review state and national symbols (TEKS 2.14.B).
Three Step Interview	Students take turns interviewing each other in pairs. Students each share with the group information they learned in the interview. Example: At the conclusion of a unit on how people have adapted to and modified the Texas environment, students interview each other to discover how they use natural resources to meet basic needs (TEKS 4.9.B).
Think Pair Share	Students think to themselves on a topic provided by the teacher; they pair up with another student to discuss it; then they share their thoughts with the class. Example: Students can be asked to give examples of the processes used by individuals, political parties, interest groups or the media to affect public policy. After quiet thought, they share with a neighbor, then the entire class (U.S. Government 3.B).
Team Word Webbing	Students write simultaneously on a piece of butcher paper, drawing main concepts, supporting elements, and bridges representing the relation of concepts in a generalization. This helps students to analyze and to see relationships in complex systems. Example: Students can be asked to compare the historical origins, traditions, and spread of major religions and philosophical ideas (World History 19.A).
In, Out, and Around (Inside, Outside, Circle)	Students stand in two concentric circles. The inside circle faces out, the outside circle in. Students use flash cards or respond to teacher questions as they rotate to each new partner. This helps students review and process information and assesses understanding. Example: Students can be asked to explain the significance of selected ethnic and/or cultural celebrations (TEKS 3.12.A).
Co-op	Students work in groups to produce a particular product. Example: Students can prepare production-possibilities curves, circular-flow charts, and supply-and-demand graphs (Economics 23.B) to share with the whole class; each student makes a particular contribution to the group.

Inquiry Teaching

Inquiry teaching is a process of asking and answering key social studies questions. (See Teaching Generalizations, Inductive Approach). It is the scientific method applied to social studies and in many cases mirrors the ways social scientists (economists, historians, geographers, political scientists) conduct research. Students do the following:

- identify and clarify questions, issues, or problems;
- propose a hypothesis;
- collect and organize data and evidence related to the questions;
- evaluate, interpret, and analyze the data; and
- draw inferences or conclusions to answer the initial questions.

In a variation of inquiry teaching, a topic such as the Civil War or the Great Depression is presented in the context of an inquiry question. Students research the question in order to learn about the topic. For example, as part of a study of the Great Depression, this inquiry question might be posed: What were the short and long term causes and effects of the Great Depression? In order to answer this open-ended question, students study history, economics, culture, government, geography, and science, technology and society in an integrated fashion.

Problem Solving and Decision Making

Each process involves a series of steps in which students use facts, concepts, and generalizations to reach a conclusion or solution. There are a number of approaches to problem solving. Figure 24 illustrates a systematic approach to problem solving and decision making.

Visual Strategies

Most students learn through both hearing and seeing. Presenting new material using visuals such as pictures, slides, overhead transparencies, maps, demonstrations, and objects is a good teaching strategy. This is especially true if students are involved and interactivity is built into the presentation. Students need to develop their skills of observation and visual analysis. Another powerful instructional strategy is for students to construct and prepare their own visual presentations. PowerPoint, Hyperstudio, Inspiration, KidPix, and other software offer students exciting venues for their creativity and opportunities to demonstrate what they have learned.

Students choose the images; develop the story and narration based on interpretation of events, data, and information; and make a presentation or produce a visual product.

Community-Based Instruction

Community-based instruction is a new name for an old idea, namely, using real life situations and settings to enrich classroom instruction. Traditionally, such techniques have included community volunteer work, switching positions with town officials for a day, observing court cases, and doing field work. Community-based instruction should have clear educational goals, high expectations for student performance, and be well integrated with the TEKS and other curriculum to be successful. In service learning, a type of community-based instruction, students have the opportunity to serve the community and to learn and apply significant life and social studies skills.

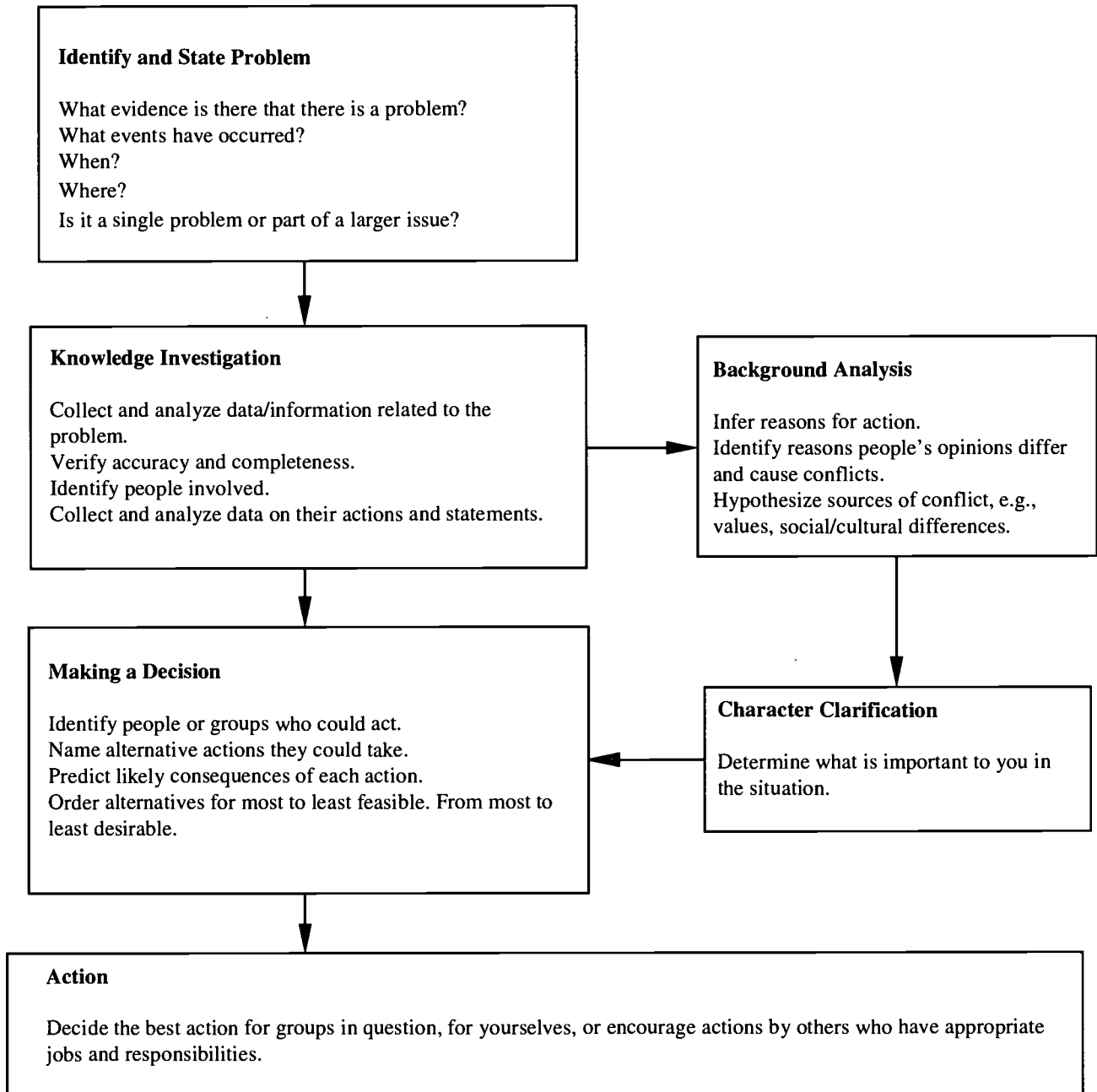
Role Play and Simulations

Students love playing roles. They enjoy assuming a different identity. In the process, they learn valuable social skills such as developing empathy and seeing situations from multiple perspectives. Simulations, or reenactments of events, are also effective at helping students engage in problem solving in real world contexts. Simulations and role plays are wonderful ways to make events from the past or present come alive.

Role playing takes place in five stages:

- **Initiation and Direction:** The teacher identifies a topic. Good topics require students to look at many sides of an issue, develop an opinion, and play interesting people.
- **Describing the Context:** The teacher sets the context and makes sure students do not fall into the trap of presentism (role playing with hindsight).
- **Roles.** Every student must have a role, even if that of “juror,” “interested citizen,” or “newspaper reporter.” Once assigned, time is needed for students to understand their roles, to practice, and try on their new identities.
- **Enactment:** This is the time when the students actually play the roles. They do not recreate an event.

**Figure 24: A Model Approach to Problem Solving and Decision Making
Adapted from Brian Maye, 1989**



- **Debriefing:** Allowing students to debrief both in writing and orally works well. This stage is key; it is the teacher's chance to ask students to discuss, to reason, to draw conclusions, and to pull everything together.

Simulations are expanded role-playing activities that recreate real-life situations or historic events according to a set of specified guidelines or rules. After the simulation problem or issue is carefully explained, the rules for the simulation are specified. Roles must be clear and the resources or constraints of the simulation outlined. Debriefing is important and should help students focus on the process or procedure rather than on "who won."

Discussion Formats

Every social studies teacher includes discussion in his or her teaching repertoire. But too often, discussion degenerates into unreasoned debate, where opinions are more important than viewpoints based on thought and research. There are several discussion models that can make discussions effective teaching-learning tools. For example, following research on a topic, in the ESR (Educators for Social Responsibility) model, the class is divided into two groups. Both groups present their position on the topic. The first group asks questions of the second group, then restates the other group's position as accurately as possible. The groups present a list of agreements between the two positions. Finally, each group presents the questions that each can explore to resolve their differences. In the Socratic Discussion Model, also known as "the seminar," students dissect a text, problem, or event to better understand it. Students ask questions and probe each other's answers from different perspectives. Students can be assigned roles to make them more productive in the seminar.

Classroom Learning Centers

A learning center complex is set up with a series of modules that include specific objectives and activities that use appropriate visual aids (Kosmoski and Vockell, 1978). In small groups, students complete an activity in one station and then move to the next station in the rotation.

Benefits of using learning centers in the classroom include:

- Students are motivated by being continually engaged in a variety of activities.
- Limited resources can be effectively utilized. For example, in a one-computer classroom, one of

the learning stations can center around computer work so that eventually each student will be able to use the computer.

- Learning centers make efficient use of time (O'Sullivan, 1984).
- Students work cooperatively toward a common goal, building a working community of learners.

In learning centers in grades K-3 students use manipulatives, clay and cookie cutters, blocks, art supplies, writing materials, reading matter, and listening devices (Timmons and Rogers, 1996). For example, in kindergarten, children can participate in stations that feature community businesses and services such as a bakery, hospital, post office, grocery store, fire station, police station and dentist's office (see TEKS K.7.A; K.15.A, B; K.16.A, B).

Learning centers in grades 4-8 feature manipulatives such as artifacts as well as technology for using interactive CD-ROMs and for constructing tables and graphs. Tools and supplies for cooking, making maps and crafts, and for building small structures are often included. Research materials are also available. For example, in Grade 6, students can investigate a particular country's culture through learning centers. At one station, students listen to music of a country, sing, and dance. Other stations include watching a video, making a craft of the country, analyzing photographs of people and architecture, constructing a map, reading poetry and writing poetry in a similar style, wearing traditional clothing, cooking, exploring an interactive CD-ROM, and finding information about the country's religious holidays on the Internet (see TEKS 6.18.A, B, D; 6.19.B; 6.21.A, E, C, D).

In grades 9-12 students continue to make maps, manipulate artifacts, use supplies for art and construction, and use technology to create graphs, charts, and tables as well as for research and presentation. Some stations will include primary and secondary documents as well as atlases and other investigative tools. For example, in U.S. Government students can participate in a learning center format that emphasizes points of view on governmental issues through American history. At various stations, students do the following:

- create a Venn diagram to compare and contrast the views of the Federalists and Anti-federalists;
- create a data retrieval chart to trace the development of political parties from 1787 to the present identifying founders of the parties, governmental points of view, significant platforms, and contributions;

- create a map that depicts diverse points of view about a U.S. environmental issue drawing conclusions and making generalizations about the map's information;
- draw a political cartoon representing points of view on a taxation issue; and
- read opposing Supreme Court justices' decisions in a landmark case and create a presentation explaining the points of view and results of the ruling decision on American life.

Finally, students select a point of view to represent and the means to represent it (see TEKS U.S. Government 2.B; 3.B; 5.A; 6.B; 12.A, B; 14.C; 21.A, B, C, E; 22.C, D).

Learning centers are effective at all grade levels for engaging students in an in-depth learning process and for increasing student motivation for learning.

ASSESSMENT*

Assessment is the final component of the triad curriculum-instruction-assessment. Though the final component, student achievement is increased if assessment is designed prior to the design of instruction. Attention to what students should know and be able to do and the conditions that must be evidenced gives validity and focus to the instructional components. Both teachers and students benefit from the process of assessment, and their experiences can be positive if assessment receives as much attention as curriculum and instruction.

Assessment satisfies four major purposes:

- To help students **improve** their performance by providing constructive feedback;
- To provide students with specific criteria for success, time to respond to feedback and **revise** the quality of their work, and opportunities to **self-assess and reflect** on their learning through the process of completing TEKS-based assessments;
- To **inform** instruction by providing teachers with opportunities to align their instruction to the curriculum, reflect on the variety of learning experiences needed as they devise TEKS-based assessments, and continually adapt instruction to improve student performance based on the assessment results;
- To report student achievement to anyone

interested in **monitoring** student performance or measuring academic **accountability**.

Those who design assessments need to keep these four purposes in mind as they devise methods to measure student performance.

DESIGNING FOR DEPTH OF UNDERSTANDING

Students can sometimes know something but lack understanding. Most teachers have experienced situations in which students give the right answers in class or on a test, but fail to demonstrate an understanding of a concept when asked to apply it in a new context. When teachers are designing curriculum for the TEKS for Social Studies, the six facets of understanding identified by Wiggins and McTighe (1998) can help in leading students to greater depth of understanding. Figure 25 summarizes the six different types of understanding: column 1 identifies each facet of understanding, column 2 provides a definition of the facet, column 3 points to how each facet of understanding might be assessed, and column 4 suggests how the facets can be applied to the study of genocide in World History, TEKS 18 C. Each of the facets pushes beyond simple recall as a measure of understanding, but all depend on knowledge of facts as a foundation for higher levels of thinking.

MULTIPLE METHODS OF ASSESSMENT

Teachers use many different methods of assessment to track student performance. These generally fall into two categories: traditional quizzes and tests and performance tasks and projects. Quizzes and tests assess the level of mastery of factual information and concepts. The most typical medium is the standardized test with selected-response or short-answer questions. Also common are observations and checklists. Tools that assess more complex levels of student understanding require students to think critically and answer open-ended questions or problems. Students have to develop a strategy to answer the question or task and have to synthesize and defend the answer. The most complex form of assessment is the performance task or problem that occurs in a real or simulated setting. These may include performance tasks, projects and student portfolios. They assess enduring knowledge, knowledge that will be used routinely throughout life or a career (Wiggins and McTighe, 1998).

* Pat Jacoby, director of Authentic Learning, assisted in preparing portions of the Assessment section of this chapter.

Figure 25: Using the Six Facets to Design for Depth of Understanding*

Facet	Definition	Assessment	Example
E X P L A N A T I O N	<ul style="list-style-type: none"> A knowledgeable account of facts (individuals, events, and ideas) that provides connections between the facts and the intended results. Students learn what happened but then move beyond this to explain how it happened and why it happened. 	<ul style="list-style-type: none"> Assessment should ask students to explain information, not simply recall facts, to connect facts with ideas and justify the connections, and produce well-supported answers that present their opinion and justify their conclusions. Students should always consider “who,” “what,” “where,” “when,” and “why” to help them make generalizations and construct explanations. In assessments, students should be able to justify, support, prove, verify, and substantiate their understanding. 	<ul style="list-style-type: none"> What causes genocide? How do people with differing views explain and justify their accounts of events, actions, and ideas? What does the event mean?
I N T E R P R E T A T I O N	<ul style="list-style-type: none"> A story, based on evidence, that moves beyond the facts to hypothesize about a deeper meaning. Building the narrative helps students understand what things mean and how the meanings can influence life experiences. 	<ul style="list-style-type: none"> Assessment should ask students to formulate their own conclusions by developing stories that interpret facts and ideas. Students may present their interpretations in a variety of written, oral, or display formats. Assessments ask students to construct their own meaning and state their own solutions or opinions. 	<ul style="list-style-type: none"> Why does it matter? What makes sense to me? How does this event relate to my life? What stories do survivors tell?
A P P L I C A T I O N	<ul style="list-style-type: none"> Using preexisting knowledge in a new problem or context requires students to adapt facts and other information and consider different demands. The students apply what they have learned as they negotiate different constraints, social contexts, purposes and audiences. Students use knowledge, adapt it, and customize it. 	<ul style="list-style-type: none"> Assessment is based on performance. Teachers specify a task and set parameters about the context, intended audience, and expected results. These should relate to real-world situations and real-life problems. Students become innovative in their responses. They adapt what they know to the new situation and present their solutions in a variety of performances and products. 	<ul style="list-style-type: none"> How do we treat people with different looks (appearance/ clothing), interests/talents, or abilities? How does this treatment relate to ethnic understanding?

Figure 25: Using the Six Facets to Design for Depth of Understanding* (continued)

Facet	Definition	Assessment	Example
P E R S P E C T I V E	<ul style="list-style-type: none"> Point of view plays an important role in the events and ideas related to the social studies. Students can discover the point of view of individuals by considering events and ideas and ways interpretations of these events change based on the perspective of the individual. The TEKS expect students to be alert to what is taken for granted, assumed, overlooked or glossed over in an inquiry or theory. Students understand that complex problems do not have one answer but a variety of responses that reflect different points of view. 	<ul style="list-style-type: none"> Assessment involves a clear performance goal, and then an exploration of solutions to the goal based on diverse points of view other than the student's. This allows students to consider alternative theories to the accepted explanations or to their own explanation. Teachers might ask students to identify point of view in a newspaper article and propose a response based on a perspective that they do not share. To understand the perspectives presented, students need to consider all points of view. What would each person's perspective propose as a solution and why? 	<ul style="list-style-type: none"> What is the perspective of the persecuted vs. the non-persecuted, citizens from a variety of roles, military personnel vs. civilians, and peacekeepers from within and from the outside?
E M P A T H Y	<ul style="list-style-type: none"> When students strive to understand another person, event or idea, they are striving for empathy. Empathy is not sympathy; it is the learned ability to insightfully find out what is meaningful from inside the other person's worldview. 	<ul style="list-style-type: none"> Assessment experiences need to ensure greater understanding of abstract ideas by providing more direct or simulated experiences. Students need to directly confront the effects and the affective elements of decisions, ideas, theories, and problems. Without direct experiences in learning, students may misunderstand or have naive understandings about important ideas. 	<ul style="list-style-type: none"> What are they trying to make me feel or see? What if my family were targeted for persecution? Have I had a change of heart?
S E L F - K N O W L E D G E	<ul style="list-style-type: none"> The student has the wisdom to know his/her own areas of ignorance and how his/her patterns of thought and action inform as well as prejudice understanding. The student becomes aware of his/her boundaries and others' understanding, is able to recognize his/her prejudices and projections, has integrity—able and willing to act on what is understood. 	<ul style="list-style-type: none"> Assessment should engage the students in effective reflection of their understanding by completing self-assessment rubrics or by recording their thoughts and questions as they complete the unit and assessments. During group discussion about the topic of study, the students need to be able to accept feedback and criticism without defensiveness. After receiving feedback from others or evaluating their own work, students should apply the feedback to effectively make revisions to improve their work. 	<ul style="list-style-type: none"> What is my personal reflection? What are the limits of my understanding? How does this understanding change my behavior? What else do I need to know?

* Based on Wiggins and McTighe (1998).

Some types of assessment are more appropriate to measure certain TEKS-based student learning than others. Traditional tests, fill-in-the-blank questions, and multiple choice selections assess what students know, and these can satisfy expectations in the TEKS that call for students to “identify,” “give examples of,” or “organize.” Well written, thoughtful multiple choice questions can force students to compare information in order to select the correct answer. Other assessments may be needed to evaluate the extent to which students can “define,” “summarize,” “explain,” “analyze,” “compare,” or “apply.” Performance assessments can measure these types of student performances on higher level learning tasks. (See Figure 26.)

How can teachers best determine whether their students meet TEKS expectations? Part of the answer to this question lies in selecting the appropriate type of student assessment.

Traditional Assessments

Informal Checks for Understanding

Informal checks include hand signals, index card summaries/questions, question box/board, analogy prompt, web/concept map, misconception check, i.e., asking students to agree or disagree and to explain their responses. Example: A first grade teacher assesses students’ understanding of goods and services by giving verbal examples of goods and services. She asks students to hold up one finger if they think the example is a good and two fingers if they think the example is a service (TEKS 1. 7 A).

Observation/Dialogue

These include think/pair/share, conference, class discussion, monitor, observation with annotations, i.e., asking

students to consider their individual response, discuss their response with a partner, and share salient responses with the whole class. Example: A fourth grade teacher uses think/pair/share to assess students’ understanding of economic interdependence by asking students to consider how life would be different if Texas could not receive any economic goods from the United States or the rest of the world (TEKS 4. 14 C).

Quiz/Test

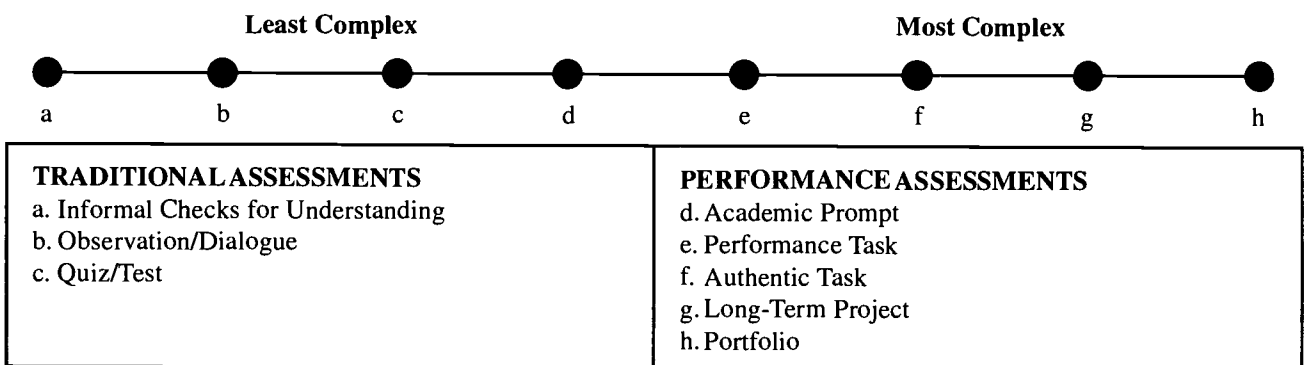
Types include multiple choice, pop quizzes, open-book essay, oral exam, reports, and labs designed to check the student’s breadth of knowledge, i.e., released TAAS exams, end-of-chapter short answer questions. Example: A high school world history teacher administers a 20 question quiz to assess her students’ knowledge of factual information about the scientific discoveries and technological innovations that made possible the era of European exploration and discovery (TEKS World History 23 A).

Performance Assessments

Academic Prompt

An academic prompt is an assessment of academic content knowledge or skill in a response to a specific prompt, i.e., TAAS writing, Advanced Placement (AP), or Scholastic Aptitude Test (SAT) performance task questions such as comparisons between two authors, theories, or events. Example: An eighth grade teacher assesses students’ knowledge of issues leading to the Civil War by asking her students to compare the Compromise of 1820 and the Compromise of 1850 (TEKS 8. 7 D).

Figure 26: Multiple Methods of Assessment: From Least to Most Complex



Performance Task

Performance tasks are assessments that actively involve students. They require students to apply their knowledge to produce a product or performance. Teachers evaluate the product or performance based on specific criteria to assess what students actually know and are able to do. Typical performance assessment tasks include oral presentations, demonstrations, exhibitions, multimedia products, or displays.

Performance assessments share four key characteristics:

- Students apply their understanding of knowledge and skills to complete clearly specified tasks.
- The tasks are integrated into and aligned with the curriculum and instruction.
- The tasks are relevant and engage students in problem.
- The tasks measure skills and thinking processes or methods as well as answers and products.

An example of a performance task might involve a fifth grade teacher assessing her students' knowledge of historic individuals, their ability to use multiple sources to conduct biographical research, and their ability to communicate in writing by having them develop a resume for a historic person (TEKS 5. 8 b, 24 A, 25 A, 26 D, and 26 E). (See McCollum, 1994 for an example.)

Authentic Task

An authentic task is very similar to a performance task. The major difference is that students not only demonstrate learning, but apply the learning to a real world setting. When tasks are authentic, they deal with real world contexts and require students to do things that are faced by adults in their jobs or in their daily lives.

Example: A seventh grade teacher might assess her students' understanding of the effects of human modification of the natural environment by having her students assume the role of a geographer who is charged with investigating the potential effects of constructing a series of jetties along the Texas coast. The students review sources of information, weigh conflicting evidence, and prepare a formal report including recommendations (TEKS 7. 10 A, 21 A, 21 B, 21 C, 23 A).

Project

A project is a long-term, research-based effort that includes multiple performance tasks. The products to be assessed might include reports, exhibitions, presenta-

tions. Example: A high school economics teacher assesses her students knowledge of the stock and bond market by giving each student \$10,000 (hypothetical) to invest. Students must research the performance of individual stocks and bonds, project future performance of the stocks and bonds, plan a portfolio, purchase the stocks and bonds, track the performance of the stocks and bonds, manage the portfolio, sell the stocks and bonds at the end of the semester, and issue a financial report (TEKS Economics 11 C).

Portfolio

A portfolio is a purposeful collection of student work that provides evidence of students meeting curricular standards. A portfolio might include samples of several types of performance assessments that have been completed by a student over a period of time. A portfolio system provides the means to examine student constructed work to determine how well a student has met the overall goals for the course or year. The results can be used as one measure to determine how well the student has met selected standards set forth in the TEKS. Example: Throughout the semester, a high school U.S. government teacher has used the case study method to examine U.S. Supreme Court decisions related to individual rights guaranteed by the Bill of Rights. Each student has completed five performance tasks involving the preparation of a brief for each of five Supreme Court decisions. These briefs have been placed in a portfolio along with other student constructed work. The five briefs contained in the portfolio are examined to determine whether there was an improvement in the ability of the student to determine and describe the elements of the case in writing (TEKS U.S. Government 14 B and D, 21 A, and 22 D).

DESIGNING PERFORMANCE ASSESSMENTS

Research in using performance assessments has found improved student achievement, particularly in analytical skills, enhanced student satisfaction, and in-depth teacher instruction (OERI Bulletin, Summer 1997). These positive outcomes result only when the performance tasks are carefully designed, when they are closely aligned with curriculum and instruction, and when the criteria by which they will be scored are clearly understood by students before they begin the assignment. A set of guidelines to use in developing performance assessments based on the TEKS for Social Studies is found in Figure 27.

Figure 27: Designing a Performance Task

The following items provide the logic (not necessarily the linear steps) for designing a performance task.

- ✓ Identify the TEKS and develop indicators of student achievement.
 - Select the appropriate TEKS from the TEKS for Social Studies. What should students know and understand? Select the appropriate social studies skills from the TEKS for Social Studies. What should students be able to do?
 - What would application of the TEKS look like? Which real-world businesses or groups utilize similar knowledge and skills in their work?
 - What range of performances and/or products can you expect from students given their knowledge and understanding? What should students be able to do?
 - Determine the criteria for evidence of successful student achievement. How will you know that students know, understand, and can apply the key concepts and ideas to a new situation?
- ✓ Set an inquiry question.
 - Develop a social studies inquiry question. It can integrate several TEKS and TEKS content strands. The inquiry question guides the teaching and engages students in uncovering the important ideas at the heart of social studies.
- ✓ Develop a context for the assessment.
 - Select an appropriate context for the inquiry question. The context establishes a realistic situation and hooks students to the task. What types of activities used by adults in the field of study could be simulated by the students?
 - What role will students assume? Who is the intended audience? What does the situation reveal about dilemmas faced, opportunities provided, and expectations that must be met?
- ✓ Identify products and/or performance.
 - Select the appropriate products and/or performances which will provide evidence of what students know and are able to do. Keep the inquiry question in mind and the need for measurable and observable criteria for successful performance.
- ✓ Develop instructions for the assessment.
 - What tasks will students perform during the assessment in order to demonstrate what they know/are able to do?
 - How long will students have to complete the task? To whom will they present their work?
 - What types of resources will be needed by the students? Will all students have fair access to them?
 - Will students be allowed to work alone or in groups; in class, out of class? If students work in groups, how will you assess for individual achievement? If work outside of class is allowed, how will you ensure that persons other than the student have not constructed the responses?
 - Will opportunities be provided for self/peer assessment followed by revision?
- ✓ Design scoring tools.
 - Determine the criteria necessary for successful student products and performances, e.g., understanding, reasoning, accuracy of information, communication. Will a rubric specific to the content of the task be needed? Describe each criterion and include observable indicators.
 - Incorporate the criteria and indicators into a scoring tool. Determine the number of levels of performance ranging from expert to novice level. Will all criteria be weighted equally?
- ✓ Review and revise the task design.
 - Review the entire assessment development process before administering it to your students. Is it fair to all students? Does it provide students with appropriate feedback to allow them to improve their performance? Does it accurately reflect the TEKS expectations?

An example of a performance-based assessment designed to evaluate a Grade 7 lesson is found in Figure 28. One of the benefits of performance assessment is that it lends itself to assessing a range of knowledge and skills. In addition to the geography strand, the activity requires students to apply knowledge from history, economics, and culture as well. It addresses two levels of understanding: application and perspective, and is adapted from *Twentieth-Century Texas: A High School Texas Studies Curriculum Guide* prepared by the Texas State Historical Association (Hardt, 1989). Figure 29 illustrates a task-specific scoring rubric designed for the Grade 7 task contained in Figure 28. A generic social studies rubric with criteria for assessing understanding, reasoning, accuracy, and communication follows. (See Figure 30.) This generic social studies rubric should prove useful as a reference point in designed additional task-specific rubrics for use with TEKS-based performance assessments.

ALIGNING CURRICULUM, INSTRUCTION, AND ASSESSMENT

Teachers in Texas are finding that by examining their assessment strategies in light of new curricular expectations, they are able to transform their teaching practices and to raise student achievement to a new level. The process of aligning the TEKS-based curriculum to instruction and assessment provides a means to analyze classroom practice. In good instructional plans, assessments reflect what is taught (the curriculum) and how it is taught (instruction). Assessment provides evidence for the student and teacher that the important knowledge and skills have been learned and can be applied to new situations.

Positive and negative attitudes and thoughts about assessment prevail with all students and adults. Ask any group of students about their worst testing experiences (or reflect on your own). Negative responses reveal being tested on:

- minute, irrelevant details;
- analogies or scenarios that are superficial; and
- items with little, if any, connection to content presented during class instruction.

Effective assessments are embedded in the content, skills, and perspectives of the curriculum; match the methods of instruction; and measure whether a student has achieved the aims of the curriculum. Positive reflections on assessment include:

- application of important knowledge and skills that match the instruction;
- realistic context, purpose, and audience for the assessment;
- opportunities to understand specific and effective criteria to judge the performances and products;
- opportunities to self-assess and revise the work; and
- immediate and effective feedback based on clear criteria.

Assessments should match the level of student understanding prescribed by the TEKS. The knowledge and skills along with the student expectations provide information regarding the higher-order thinking necessary to make the appropriate applications to real life situations.

EXAMPLES OF EFFECTIVE ALIGNMENT

The TEKS state clear expectations for student performance, and they emphasize what students should be able to do with what they know, often going beyond the recall level toward explanation, interpretation, application, perspective, empathy, and self-knowledge. Consider the suggested alignment between curriculum, instruction, and assessment for the following lessons for Grade 2 (see Figure 31), Grade 5 (see Figure 32), and U.S. Government (see Figure 33).

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Figure 28: Performance Assessment Grade 7

Divide Texas into Five States

TEKS 7.9 (A) The student is expected to locate places and regions of importance in Texas during the 19th and 20th centuries; 7.9 (B) The student is expected to compare places and regions of Texas in terms of physical and human characteristics; and 7.9 (C) The student is expected to analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.

Assessment Inquiry Question: If Texas were to be divided into five separate states, as was specified in the Annexation Act of 1845, how would you draw the boundaries?

Assessment Task: Students will assume the responsibility of enacting the requirements of the Annexation Act of 1845. They receive committee appointments and will draw up the boundary lines for the new states. They must follow these guidelines:

- Each of the new states must have approximately the same population.
- Each of the new states must have a fairly diverse economic base [7.7(A)], a mix of agriculture and other economic activities (manufacturing, retail, services).
- Each of the new states' boundaries must be drawn to eliminate panhandles and other awkward or isolated areas; the state boundaries must also follow existing county boundaries.
- Each new state will have a capital that is central to the population of the new state.
- Each new state will have a name reflecting some cultural [7.19 (A)&(B)] or historic [7.1-7.7] aspect of the new state.
- Each new state must have some unifying theme, which can be physical, historic, economic, or cultural.

Performance: Each group (or individual student) will be required to make an oral presentation justifying and explaining the boundaries of the five states and each state's theme using a map and other graphics as appropriate. Each must prepare a list of the sources used to defend the divisions and the preparation of the map.

Figure 29: Task Specific Rubric - "Divide Texas into Five States"

Score	Understanding	Reasoning	Accuracy	Communication
4	deep and coherent understanding of the geography, history, and economic conditions of Texas	thoughtful analysis of human and physical geographic relationships evident	accurately draws appropriate boundaries complete justification for divisions	map and graphics neat, legible audible, well-illustrated with graphics and visual aids
3	complete understanding of the geography, history, and economic conditions of Texas	some analysis of human and physical geographic relationships evident	boundaries not completely appropriate included justification for divisions	map and graphics neat, reasonable linkage to the presentation audible, illustrated with some graphics and visual aids
2	partial understanding of the geography, history, and economic conditions of Texas	limited analysis of human and physical geographic relationships evident	boundaries inappropriate incomplete justification for the five states	map and graphics barely adequate, messy, not used with presentation inaudible and not rehearsed; illustrated with limited graphics and visual aids
1	misunderstanding of the geography, history, and economic conditions of Texas	little or no analysis of human or physical geographic relationships evident	boundaries inappropriate no justification for divisions	map and graphics not used to support the presentation weak presentation; not supported by graphics or illustrations

Figure 30: Generic Social Studies Rubric

	Understanding	Reasoning	Accuracy	Communication
4 Expert	<ul style="list-style-type: none"> Shows a deep and sophisticated understanding of the impact of individuals, events, and issues. Fully addresses social studies concepts and uses complex skills to solve problems. Presents powerful questions and thoughtful reactions to social studies content. 	<ul style="list-style-type: none"> Uses powerful and thorough strategies to organize and use information acquired from a variety of sources. Explores, explains, and justifies evidence for all claims with compelling evidence: bias, counter-arguments, and questionable data. Makes significant connections to individuals, events, and issues. 	<ul style="list-style-type: none"> Presents information and references all sources correctly. Completely organizes work and effectively uses a variety of materials. Properly titles, labels, or keys supporting documents or graphics. 	<ul style="list-style-type: none"> Explains ideas with clear and effective details based on research and experiences. Uses effective supporting written and visual material to enhance the message. Uses precise and appropriate social studies terminology.
3 Practitioner	<ul style="list-style-type: none"> Shows a thorough understanding of individuals, events, and issues. Grasps the gist of social studies concepts and uses effective skills to solve problems. Has apt questions and reactions to social studies content. 	<ul style="list-style-type: none"> Uses apt strategies to organize and use information acquired from a variety of sources. Explores, explains, and justifies all claims with adequate evidence. Makes appropriate connections to other individuals, events, and issues. 	<ul style="list-style-type: none"> Presents important information correctly and references most sources correctly. Organizes work and uses an appropriate variety of materials. Appropriately titles, labels, or keys most supporting documents or graphics. 	<ul style="list-style-type: none"> Explains important ideas and details based on research and experiences. Uses supporting written and visual material that match the message. Effectively uses some social studies terminology.
2 Apprentice	<ul style="list-style-type: none"> Shows a limited understanding of individuals, events, and issues. Minimally addresses social studies concepts and ineffectively applies skills to solve problems. Presents inappropriate reactions to social studies content. 	<ul style="list-style-type: none"> Uses strategies that are partially apt to organize and use information acquired from a limited variety of sources. Uses unclear logic to explore, explain, and justify claims with evidence. Attempts to make connections to other individuals, events, and issues. 	<ul style="list-style-type: none"> Incorrectly presents information and fails to document most sources. Attempts to organize work and uses a limited variety of materials. Titles, labels, or keys some supporting documents or graphics. 	<ul style="list-style-type: none"> Ineffectively explains important ideas and details. Uses supporting written and visual material that partially relate to the message. Uses limited social studies terminology.
1 Novice	<ul style="list-style-type: none"> Shows a serious misunderstanding of individuals, events, and issues. Does not address social studies concepts or apply appropriate skills to solve problems. Does not react appropriately to social studies content. 	<ul style="list-style-type: none"> Does not organize and use information acquired from a variety of sources. Does not explore, explain, and justify claims. Makes no or ineffective connections to other individuals, events, and issues. 	<ul style="list-style-type: none"> Does not present important information correctly or document sources. Does not organize work or use an apt variety of materials. Does not title, label, or key supporting documents or graphics. 	<ul style="list-style-type: none"> Does not explain ideas and details. Does not effectively use supporting written and visual material. Uses no or inappropriately uses social studies terminology.

Developed by Authentic Learning for SSCED, 1999

Figure 31: Aligning Curriculum, Instruction, and Assessment: Grade 2

TEKS 2.6 Geography. The student understands the locations and characteristics of places and regions.

(C) compare information from different sources about places and regions

Curriculum: The curriculum identifies what the student will know, understand, and be able to do related to the idea that communities are located in different places and have different characteristics. *Knowledge:* Students will identify and locate communities in different places (TEKS 2.5 A). Students will identify and give examples of physical and human qualities that can characterize places. Students will learn that a variety of sources can provide information about places (TEKS 2.17 B). *Understanding:* Students understand that different types of information about communities are available from encyclopedias, almanacs, literature, magazines, the Internet, and maps. Students understand that communities can be both similar and different. *Application:* Students will collect information on selected communities, compare the locations and characteristics of those communities, and summarize their findings (TEKS 2.18 A and B).

Instruction: Instruction focuses student learning and activity on the curriculum. *Knowledge:* Students, working in collaborative groups, will select two communities to be studied and locate them on a map. Students will agree on appropriate types of information to be collected about the two communities. Students will select appropriate sources of information about the two communities and collect information from a variety of sources. *Understanding:* Students will categorize information on communities into physical characteristics and human characteristics. Students will prepare a data retrieval chart showing the physical and human characteristics of selected communities. *Application:* Students will compare and contrast the selected communities, identifying differences and similarities between them. Students will present the results of their investigation to other students in the class.

Assessment: Assessment provides evidence of how well students know, understand, and are able to apply the curriculum. *Knowledge:* Students are able to locate the selected communities on a map, describe the sources they used to find information about the two communities, and describe the physical and human characteristics of the communities. *Understanding:* Students will prepare a data retrieval chart showing the physical and human characteristics of the selected communities. Students will use the information from the data retrieval chart to complete a Venn diagram showing the similarities and differences between the two communities. *Application:* Students will create a poster showing the physical and human characteristics of the two communities. Students will summarize the similarities and differences in the physical and human characteristics of the communities they investigated in a presentation to their classmates.

**Figure 32: Aligning Curriculum, Instruction, and Assessment:
Grade 5**

TEKS 5.8 Geography. The student understands the location and patterns of settlement and geographic factors that influence where people live.

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

Curriculum: The curriculum identifies what the student will know, understand, and be able to do related to the idea that geographic factors are important in the location and growth of cities. *Knowledge:* Students will identify the twenty-five largest cities in the United States and be able to locate them on a map of the United States. Students will identify those cities that are state capitals. *Understanding:* Students will understand that geographic factors such as transportation, central location, and special resources are important in the location and growth of cities (TEKS 5.14 B). *Application:* Students will be able to analyze the locations of selected cities and explain how geographic factors influenced the site selection and growth of the cities (TEKS 5.25 B).

Instruction: Instruction focuses student learning and activity on the curriculum. *Knowledge:* Students will use population data to identify the twenty-five largest cities in the United States and will plot the locations of the twenty-five largest cities on a map of the United States. Students will identify which of the cities are state capitals. Students will identify sources of data that can provide information about the location and growth of these cities. Sources might include geographic reference material, electronic sources, maps, information published by the city's government or chamber of commerce, historical documents, or tourist and travel information. *Understanding:* Students, working in collaborative groups, will collect and organize information on the factors that influenced the location and growth of the twenty-five largest cities. Each collaborative group will prepare an electronic data base on one or more cities they have selected or which have been assigned to them and will contribute data to a classroom data retrieval chart on the twenty-five largest cities. Each collaborative group will hypothesize about the geographic factors that were primarily responsible for the location and growth of their assigned cities. *Application:* Working from the data base and the data retrieval chart, the students will compare the data for the twenty-five cities, identify similarities, and develop generalizations about the relationships between geographic factors and the location and growth of the cities.

Assessment: Assessment provides evidence of how well students know, understand, and are able to apply the curriculum. *Knowledge:* Students will be able to plot the locations of the twenty-five cities on a blank outline map of the United States. Students will be able to identify useful sources of information about the location and characteristics of the twenty-five largest cities. *Understanding:* Collaborative groups will share their hypotheses about the geographic factors responsible for urban growth and location and attempt, as a class, to reach consensus about the most important factors. Collaborative groups will design a brochure explaining the geographic factors that influenced the location and growth of the city/cities that they investigated. *Application:* Students will identify the primary geographic factors that have influenced the growth and location of cities in the United States. Students, working in collaborative groups, will apply these factors in analyzing the location and growth of other cities that are not among the twenty-five largest in the United States, e.g., Springfield, IL; Washington-on-the-Brazos, TX; Pierre, SD; Macon, GA; etc. The results of their analysis should be shared with the class.

**Figure 33: Aligning Curriculum, Instruction, and Assessment:
U.S. Government**

TEKS 3 History. The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present.

- (A) give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy; and
- (B) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.

Curriculum: The curriculum identifies what the student will know, understand, and be able to do related to the idea of the roles played by individuals, political parties, interest groups, and the media. *Knowledge:* The student will recall information: the processes used by individuals and other special interest groups to affect public policy. *Understanding:* The student will analyze the ways individuals, parties, and interest groups influence political change. *Application:* Students will demonstrate an understanding of the ways they can influence political change (TEKS 16 A and 23 A).

Instruction: Instruction focuses student learning and activity on the curriculum. *Knowledge:* Students will identify the opinions expressed by individuals, political parties, interest groups, and the media about one public policy issue. They will identify the different processes and products each group generated and analyze the message contained in each. *Understanding:* Students will participate in a role playing exercise in which they interpret the opinions of a character that believes differently than the student about an issue. *Application:* The student will devise a strategy to influence public policy from a given perspective.

Assessment: Assessment provides evidence of how well students know, understand, and are able to apply the curriculum. *Knowledge:* At the end of a lesson on the role individuals, political parties, and special interest groups play in the U.S. political system, students will complete fill-in-the-blank responses or short answer essays that assess their knowledge of the ways individuals, groups, and the media affect public policy. *Understanding:* Students will compare the stand a political party or a right-to-life group takes toward capital punishment and the different processes each uses to influence public policy about that issue. Students will explain the differences. This moves student understanding beyond simple recall through application and perspective (See Figure 25). *Application:* Building on the role playing exercise, students will adopt a perspective and will create a brochure, media presentation, or petition that would generate support for a public policy issue. They will also explain how the actions of special interest groups influence their self-knowledge (Figure 25, Empathy, Self-Knowledge).

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Aligning the TEKS for Social Studies with the Professional Development and Appraisal System (PDAS)

Two developments in policy at the state level have the potential to significantly impact social studies teachers and their classrooms. The first of these is the teacher appraisal process, called the Professional Development and Appraisal System (PDAS). Senate Bill 1, passed in 1995, required the Commissioner of Education to develop a teacher appraisal process that includes the evaluation of: (1) the teachers' implementation of discipline management procedures, and (2) the performance of teachers' students (TEC §21.351). The second is the Texas Essential Knowledge and Skills (TEKS) for social studies adopted by the State Board of Education in July 1997. The TEKS are specific, with clearly defined student expectations. Teachers have been asked to align their course content with the TEKS curriculum.

Teachers of all grade levels have inquired about staff development in the alignment of the PDAS with the TEKS for Social Studies. Those who have examined the PDAS realize that there is a connection between the two. Alignment is a theme throughout the PDAS and is also part of TEKS implementation. The PDAS emphasizes the alignment of objectives and instructional goals with student characteristics, strategies, and assessment, as well as the alignment of campus, district, and state goals. The following examines the ways the PDAS and TEKS are related by using the PDAS framework as a guide.

EVALUATION DOMAINS

The PDAS has fifty-one evaluation criteria organized in eight domains which are based on refinements of the criteria used in the former Texas Teacher Appraisal System (TTAS). The PDAS criteria are considered more inclusive of individual teaching styles and less directive than the criteria outlined in the TTAS. The eight PDAS domains are:

- Domain I: Active, Successful Student Participation in the Learning Process
- Domain II: Learner-Centered Instruction
- Domain III: Evaluation and Feedback on Student Progress
- Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials
- Domain V: Professional Communication
- Domain VI: Professional Development
- Domain VII: Compliance With Policies, Operating Procedures, and Requirements
- Domain VIII: Improvement of Academic Performance of all Students on the Campus
[Based on indicators included in the Academic Excellence Indicator System (AEIS)]

Domain VIII constitutes the Commissioner's recommendation for the student performance link, which is required by Senate Bill 1. This domain is related to the teacher's efforts to align instruction with Texas Assessment of Academic Skills (TAAS) skills objectives addressed within the teacher's particular assignment, the teacher's efforts to be proactive in addressing student attendance problems, the teacher's efforts to intervene appropriately with students in at-risk situations, and finally, the teacher's shared score on the overall campus performance rating.

INCLUDING SOCIAL STUDIES ON THE TEACHER SELF-REPORT

One of the strengths of the PDAS process is the input that teachers have into their appraisal through the Teacher Self-Report form. The focus of the Teacher Self-Report is on *TAAS skills objectives in the areas of reading, writing, and mathematics*. This is because of the state focus on academic skills, as well as the fact that student passing rates on the TAAS tests in these subject areas are part of the AEIS indicators that are factored into the campus performance rating. The campus performance rating is considered in the scoring of the teacher's performance in Domain VIII.

When completing the Teacher Self-Report form, teachers are asked to identify TAAS objectives that they address in their instructional programs. This ensures that the PDAS is directly connected to the subject matter and routine instructional activities found in the classroom. For example, an economics teacher may require the students to explain in a written and visual presentation how technological innovations have changed the way goods are manufactured, marketed, and distributed in the United States. The teacher may ask the students to analyze economic trends from a variety of texts (*reading*), demonstrate an understanding of the basic principles of production, consumption, and distribution of goods (*number concepts/math*), demonstrate the ability to interpret economic data (*cross-discipline*), and organize ideas in a written and visual presentation (*writing*).

The purpose of the Teacher Self-Report is not limited to addressing only those academic skills in reading, writing, and mathematics. While these are the minimum standards required for completion of the Teacher Self-Report form, the PDAS emphasizes collaboration among teachers regarding instruction that is aligned with the academic

skills objectives for social studies and other content areas *across the curriculum*. Collaboration among teachers at all grade levels and content areas is frequently cited in the PDAS as an expected level of performance to receive an *Exceeds Expectations* score in several of the Domains. The Teacher Self-Report is an excellent way for social studies teachers to communicate with their appraiser and to provide evidence and documentation of their efforts in this area.

STAFF DEVELOPMENT ACTIVITY

An example of an alignment strategy follows (see Figure 34). This particular example shows the alignment of the TEKS for a high school U.S. history lesson with the criteria in several of the PDAS domains. Notice how the objectives, strategies, and assessment for the lesson are specifically aligned with the social studies strands, including developmentally appropriate social studies skills for that grade level, and Domains I, II, III, and VIII of the PDAS evaluation criteria.

The template used in Figure 34 can be incorporated into a staff development activity for social studies teachers across grade levels and content areas. Using the template as an organizer for lesson planning, teachers complete the first four columns of the template by filling in the components of a lesson they frequently use, including TEKS site, objectives, strategy, and assessment. Once completed, teachers analyze the lesson plan to ensure that there is an integration of as many of the social studies strands as appropriate, including developmentally appropriate social studies skills for the grade level or course being taught. Next, teachers evaluate the alignment of the lesson plan with the evaluation criteria of the PDAS domains (included in the last column of the template). Using the Think-Pair-Share collaborative learning technique, teachers think to themselves about modifications they would make to the lesson plan to ensure alignment; they pair up with another teacher to discuss their ideas; then the pair shares their thoughts with the entire group.

The ultimate goal of this staff development activity is for teachers to learn a strategy for planning effective social studies instruction while at the same time meeting the expectations of the PDAS evaluation criteria. Appraisers trained in the PDAS framework will be looking for evidence and documentation of alignment as they evaluate a teacher's performance throughout the school year.

Figure 34: Alignment of TEKS for Social Studies and PDAS

(The following lesson could be adapted to different social studies content areas and grade levels.)

Social Studies Course: U.S. History Studies Since Reconstruction

Title of Lesson: Is the Death Penalty Working?

TEKS Site	Objective	Strategy	Assessment	PDAS Evaluation Criteria *Domains Correlated with This Lesson (Some Domains will require evidence beyond classroom observations)
<u>History</u> (6)(H) <u>Skills</u> (24)(B) (24)(G) (25)(C)	After gathering information from a variety of sources, students will draw conclusions about the effectiveness of the death penalty in the United States since Reconstruction.	"The Continuum Strategy" Students will take a position on the continuum line from agreeing to disagreeing that the death penalty has been an effective public policy to deter crime in the United States since Reconstruction.	Using inferences and conclusions drawn from the research data and class discussions, students will support their point of view regarding the effectiveness of the death penalty in a letter to a state senator.	<p>*<u>Domain I</u> - The students are actively engaged in learning that is at a high cognitive level, promotes self-directed behavior, contains an interdisciplinary content, and is relevant to life applications.</p> <p>*<u>Domain II</u> - The goals, objectives, content, and strategies are aligned with the TEKS, correlate with prior learning in other disciplines, relate to the interests of students, engage students in critical thinking and problem solving, utilize available technology, and pertain to life applications.</p> <p>*<u>Domain III</u> - The academic progress of students is monitored and assessed. The assessment is aligned with the TEKS, instructional goals, objectives, and strategies; is appropriate for the varied characteristics of students; and provides opportunities for students to receive specific constructive feedback.</p> <p><u>Domain IV</u> - The teacher effectively manages student discipline, instructional strategies, time, and materials.</p> <p><u>Domain V</u> - The teacher communicates effectively with parents, staff, community members, and other professionals.</p> <p><u>Domain VI</u> - The teacher correlates professional development opportunities with prior performance appraisal, the TEKS, the needs of students, and goals of the campus and district. The teacher works collaboratively toward the improvement of academic performance for all students.</p> <p><u>Domain VII</u> - The teacher complies with national, state, district, and campus requirements.</p> <p>*<u>Domain VIII</u> - The goals, objectives, content, and strategies are aligned with the TAAS objectives for social studies, reading, writing, and mathematics. Criterion number 10 of this domain includes the teacher's shared score in the overall campus performance rating. It is the only time that a teacher is held accountable for the performance of students outside their classroom.</p>



Professional Development in Social Studies

The National Council for Social Studies (NCSS) supports professional development as a critical component of developing and maintaining social studies programs. A section of the NCSS publication, *Curriculum Standards for Social Studies* (1994), states that: “powerful social studies teaching and learning are likely to become more common to the extent that teachers benefit from effective pre-service preparation and in-service professional development programs, and social studies education receives support from school administrators, parents, and local community, and government agencies” (NCSS, 1994, pp. 172-175).

THE STANDARDS FOR STAFF DEVELOPMENT AND PROFESSIONAL DEVELOPMENT IN SOCIAL STUDIES

The National Staff Development Council in cooperation with the National Association of Secondary School Principals developed the Standards for Staff Development in 1995. The standards are organized into three categories: context, process, and content. Each of these will be discussed as they relate to effective professional development in social studies.

Context refers to the system or culture in which learning will take place. Implications for context include the issues of continuous improvement, strong leadership, sufficient funding, adequate time, and innovation. For social studies teaching and learning, the context reaches beyond the boundaries of a local school district. Social studies includes historical and contemporary study of governmental structure and workings, geographic issues, cultural and economic influences, and critical thinking skills to aid in assimilation of knowledge and understanding. Thus, the entire community becomes a vital

laboratory for conducting learning. It is important for school districts and communities to work together for support of student learning.

Within the district, administrative personnel create a positive context for staff development by recognizing the value of social studies as a means of preparing students to become responsible and contributive citizens. Teachers are supported by being given time to attend training and to plan ways to utilize new knowledge. Further support is demonstrated by supplying necessary funds for implementation of new ideas. The level of both district and community support sets the context for staff development and determines the level of quality of ongoing learning for social studies teachers.

Process refers to the “how” of staff development and describes the means of obtaining knowledge. Issues here include development of knowledge, skills, and attitudes; understanding of the change process; integration of innovation; ongoing evaluation; a variety of approaches; provisions for follow-up; and linkages to student achievement. Social studies teachers are most effective when they can determine their greatest needs for new learning and have the support to pursue their goals.

- The first step in the staff development process is to prioritize needs. For most social studies teachers, perceived needs include gaining more knowledge of content and skills, implementing new curriculum designs, and meeting individual needs of students.
- The next step is to select an appropriate model of staff development (discussed later in this chapter). Utilizing several models might be necessary to accomplish a certain learning goal.

- The third step is for teachers to work with someone else in a follow-up activity to reinforce the new knowledge. This person might be a curriculum specialist, a trainer, a technical specialist, or a colleague with expertise in a specific field. The purpose of this follow-up is to practice implementation with feedback and suggestions for adjustment.
- Finally, the teacher works with students, applying the new information in a classroom setting and using appropriate assessment models to determine the effect and influence of the teacher's new knowledge on students.

Content is the “what” of staff development and refers to the skills and knowledge that effective educators need to possess or acquire. Teachers in Texas express a need for training in TEKS for Social Studies implementation. Other areas of content address issues such as recognizing and addressing the developmental needs of students, effectively managing the classroom environment, understanding diversity, thinking and learning, varying teaching strategies, and assessing performance. Further content of staff development is determined by needs identified in the following areas:

- teachers' knowledge and understanding of subject matter and skills
- operational methods of social scientists such as historians, geographers, economists, political scientists, anthropologists, and sociologists
- district and campus goals
- specific interests and needs of students
- current research about teaching and learning social studies
- reading strategies
- the writing process
- math tools used for social studies content
- science as it relates to social studies processes and content
- fine arts and cultural concepts
- technology as a tool for teaching and learning social studies

Determining the exact content of a given staff development experience emerges from a careful assessment of the teacher's professional needs, the first step in the staff development process.

Attention to all three categories of staff development, context, process, and content, is necessary for effective

and quality staff development. The context defines the level of support for teachers in pursuit of their staff development goals and creates the boundaries for implementation of the process. Fully following the process ensures understanding and use of the content. Altogether, procedures that maximize positive and effective context, process, and content lead to the ultimate goal of staff development: providing powerful learning experiences that increase student success.

EXAMPLES OF MODELS OF STAFF DEVELOPMENT IN SOCIAL STUDIES

Effective staff developers rely on a variety of approaches. Five distinct models (Sparks and Loucks-Horsley, 1990) are described here, each of which contributes to an effective staff development program. An example relevant to professional development in the social studies follows each model description.

- **Individually guided staff development:** In this model the learner designs the learning activities. Teachers address their own problems through careful study and application.

Example: An effective example of individually guided staff development is the Social Studies Educator Recognition Program (SSERP), sponsored and conducted by the Texas Council for the Social Studies (TCSS) and supported by SSCED. Teachers participating in this program identify their staff development needs and then design their learning activities according to the elements defined in the SSERP. At the close of the school year, teachers submit to TCSS a portfolio that describes their staff development and its effects on student learning. Teachers who meet SSERP standards will receive a distinguished performance award from TCSS.

Teachers not participating in the SSERP process can design their own staff development and identify and use resources that will aid them in professional growth. Such resources include journal articles, professional videos, workshops and institutes, mentors, and university course work. Teachers can proceed individually or participate in study groups.

- **Training:** This model is the most common. Trainers determine objectives, design learning activities, and develop outcomes based on needs they identify. Attendees then participate in the training. The best training includes theory, practice, and implementation with feedback and coaching. Trainees benefit the most from training if they have time to devise ways to apply the information to their unique circumstances during the experience.

Example: Social studies teachers and building staff may attend an institute to learn how to implement technology in the classroom. The most successful experience includes an overview of the ways technology can enhance instruction, practical suggestions about incorporating technology, and an opportunity to practice and gain feedback from the instructor during the training.

Institutional support is critical to making training effective. Teachers may gain considerable information but not be able to put it to work if their school does not have the expertise or equipment to incorporate technology into instruction. Support should be assured before training to ensure that the experience is not wasted. Then staff can make necessary purchases, and teachers can return to their classroom and begin to guide students in learning to use technology.

- **Observation/Assessment:** This model involves a peer review process, with someone observing a teacher while delivering instruction and then providing feedback and/or reflection soon afterward. It is most effective when set in a larger context of professional growth activities. For instance, teachers who participate in an in-service day may follow-up the training session by asking a peer to observe a lesson that applies the suggestions gained from the in-service. Once the teacher receives feedback from the observer and makes necessary refinements and adjustments, the teacher fully implements the new practice and determines the level of impact on student performance.

Example: Each Education Service Center (ESC) in Texas includes a team composed of teachers and education specialists who can provide TEKS-based, in-service experiences. The ESC

team members receive training from SSCED and in turn share this with interested teachers, staff, and PTAs in their region. After teachers participate in these training sessions, they must then put the information to work, aligning their lessons with the expectations of their TEKS-based local curriculum. A peer can observe the refined instruction, assess the delivery, observe the assessment documents, assess their validity, and offer comments that the teacher can incorporate.

- **Involvement in a Development/Improvement Process:** In this model, teachers assess current practices, identify a problem, and pose a solution that will improve student performance. New knowledge and skills are acquired as solutions are worked through and problems are solved.

Example: Serving on a curriculum writing task force requires that the teacher take a broad look at how students develop in learning social studies across the grades. Through this experience, teachers learn more about social studies content and skills. They also gain insight into how students learn. An added benefit is that teachers gain a perspective of how what they teach fits into the students' total development.

Teachers not involved in a curriculum writing project can still gain a greater awareness of the material students are exposed to across the grades by studying the TEKS for Social Studies. An abbreviated version created by SSCED features highlights from all strands of the TEKS for Social Studies for all grade levels and courses.

- **Inquiry:** In this model, teachers formulate questions about their own practice and look for answers to these questions. The process includes identification of a problem, data collection, data analysis, and changes in practice.

Example: A social studies teacher might want to know which reading strategies make a difference in the level of student understanding of primary sources and documents related to the social studies. The teacher would research the question, learn techniques, use them in the classroom, and make adjustments until the question is resolved.

These five models outline a variety of approaches that provide successful staff development and demonstrate that professional growth can occur within a variety of contexts. School districts are responsible for providing their teachers and staff access to and support for participation in all five approaches. In this way, social studies instructors in Texas can meet the requirements outlined by the TEKS and grow professionally at the same time.

CONDUCTING A TEKS FOR SOCIAL STUDIES AWARENESS SESSION

On the following pages are tools a staff developer can use to conduct a TEKS for Social Studies Awareness Session. Listed below are the four activities that can be used during the session.

TEKS Awareness Activity I: A Trek through the TEKS via KWL

- Distribute a copy of “A Trek through the TEKS via KWL” (Figure 35) to each participant.
- Use column one, “What I Know,” as a brainstorming group readiness tool.
- Use column two, “What I Want to Know,” as a personal readiness tool.

TEKS Awareness Activity II: Taking a Look across the Grades

- Distribute a copy of “Taking a Look across the Grades” (Figure 36) to each participant.
- Use “Taking a Look across the Grades, Facilitator’s Guide” to focus participants on the general content of each grade level.
- Use participants’ concluding reports to focus on the development of content, concepts, and skills across the grades.

TEKS Awareness Activity III: Curricular Priorities

- Distribute a copy of “Curricular Priorities” (Figure 37) to each group.
- Use “Curricular Priorities, Facilitator’s Guide” to guide participants in an analysis of the content, concepts, and skills of the TEKS for Social Studies for their grade level.

TEKS Awareness Activity IV: A Trek through the TEKS with KWL, Part II

- Have participants use column three, “What I Have Learned,” of the “A Trek through the TEKS via KWL” form used in Activity I to record their individual reflections on the TEKS activities.
- Close with a group discussion which ties columns one, two, and three together.

RESOURCES FOR PROFESSIONAL DEVELOPMENT IN SOCIAL STUDIES

Quality staff development resources are abundant for social studies teachers. Consult Appendix B for information. Staff development opportunities are also available from the twenty regional Educational Service Centers.

REFERENCES

National Council for the Social Studies (1994). *Curriculum standards for social studies* (Bulletin 89). Washington, DC: National Council for the Social Studies.

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Sparks, D., and Loucks-Horsley, S. (1990). *Five models of staff development*. Oxford, OH: National Staff Development Council.

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Figure 35

A Trek through the TEKS via *KWL*



What I <u>K</u> now	What I <u>W</u> ant to know	What I have <u>L</u> earned

Taking a Look across the Grades Facilitator's Guide

Re-create the accompanying graphic organizer (Figure 36) to help participants record the major ideas generated by comparing the TEKS for Social Studies across several grade levels. Participants will find both the course descriptions and the TEKS for Social Studies helpful in completing this exercise.

Materials:

- Copies of the TEKS for Social Studies, K-12
- Copies of the "Taking a Look Across the Grades" graphic organizer for each participant
- One poster size copy of the "Taking a Look Across the Grades" graphic organizer for each group
- Markers

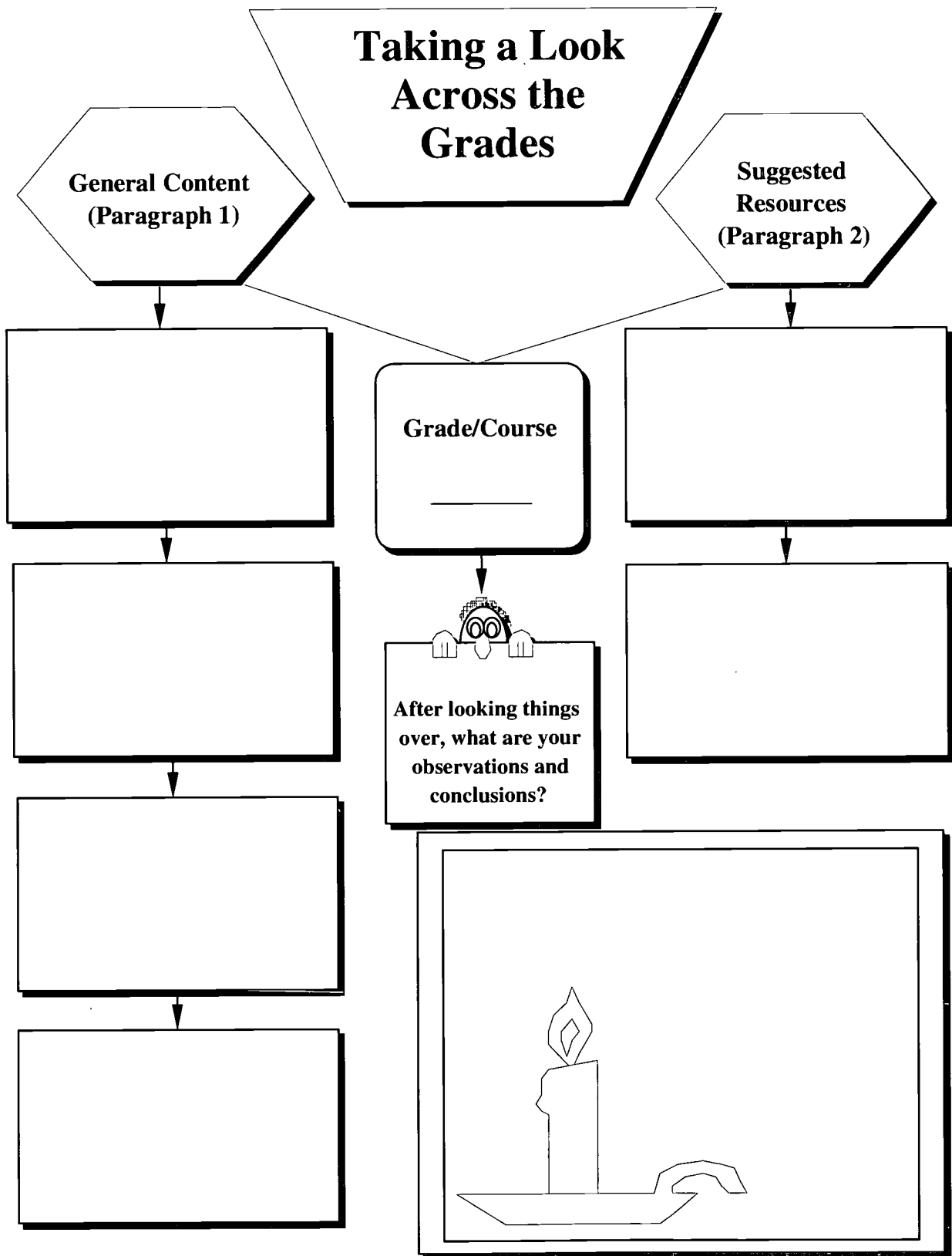
Directions for the activity facilitator:

1. Provide each participant with a copy of the "Taking a Look Across the Grades" graphic organizer and a copy of the TEKS for Social Studies.
2. Divide participants into small groups and assign each group a grade level or course from the TEKS for Social Studies.
3. Provide each group with markers and a poster size copy of the "Taking a Look Across the Grades" graphic organizer. Use the "Directions for Participants" (below) to guide group activity.
4. After the groups have posted and presented their findings, lead the participants in a discussion about the progression of content, concepts, and skills across the grades.
5. Ask the participants to reflect on the value of giving students learning opportunities that result in understanding of concepts, content, and skills presented in each grade level/course of the TEKS for Social Studies.

Directions for participants:

1. Read the first paragraph of the TEKS course description for the group's assigned grade level/course.
2. Record major topics and ideas that characterize this grade level/course in the spaces provided on the "Taking a Look Across the Grades" graphic organizer.
3. Read the second paragraph of the introduction to the group's assigned grade level/course.
4. Record major supplementary sources recommended for this grade level/course in the spaces provided on the graphic organizer.
5. Discuss observations and impressions formed from analyzing the two paragraphs, and record conclusions that the group draws about this information in the conclusions box on the graphic organizer.
6. Post the completed poster to the wall in order across the grades.
7. Present each group's findings to the large group.

Figure 36



Curricular Priorities Facilitator's Guide

Re-create the accompanying graphic organizer (Figure 37) and use it to prioritize the knowledge and skills listed in each grade level and course of the TEKS for Social Studies.

Materials:

- The TEKS for Social Studies
- Chart Paper
- Markers
- Post-it Tape Flags

Directions for Facilitators

1. Divide the participants into grade level groups with no more than three people working together.
2. Direct the group in using the "Directions for Participants."
3. After the groups report their findings, guide the participants to draw conclusions about their findings collectively.
4. As a whole group, discuss the question: "What implications do these findings have for your teaching?"

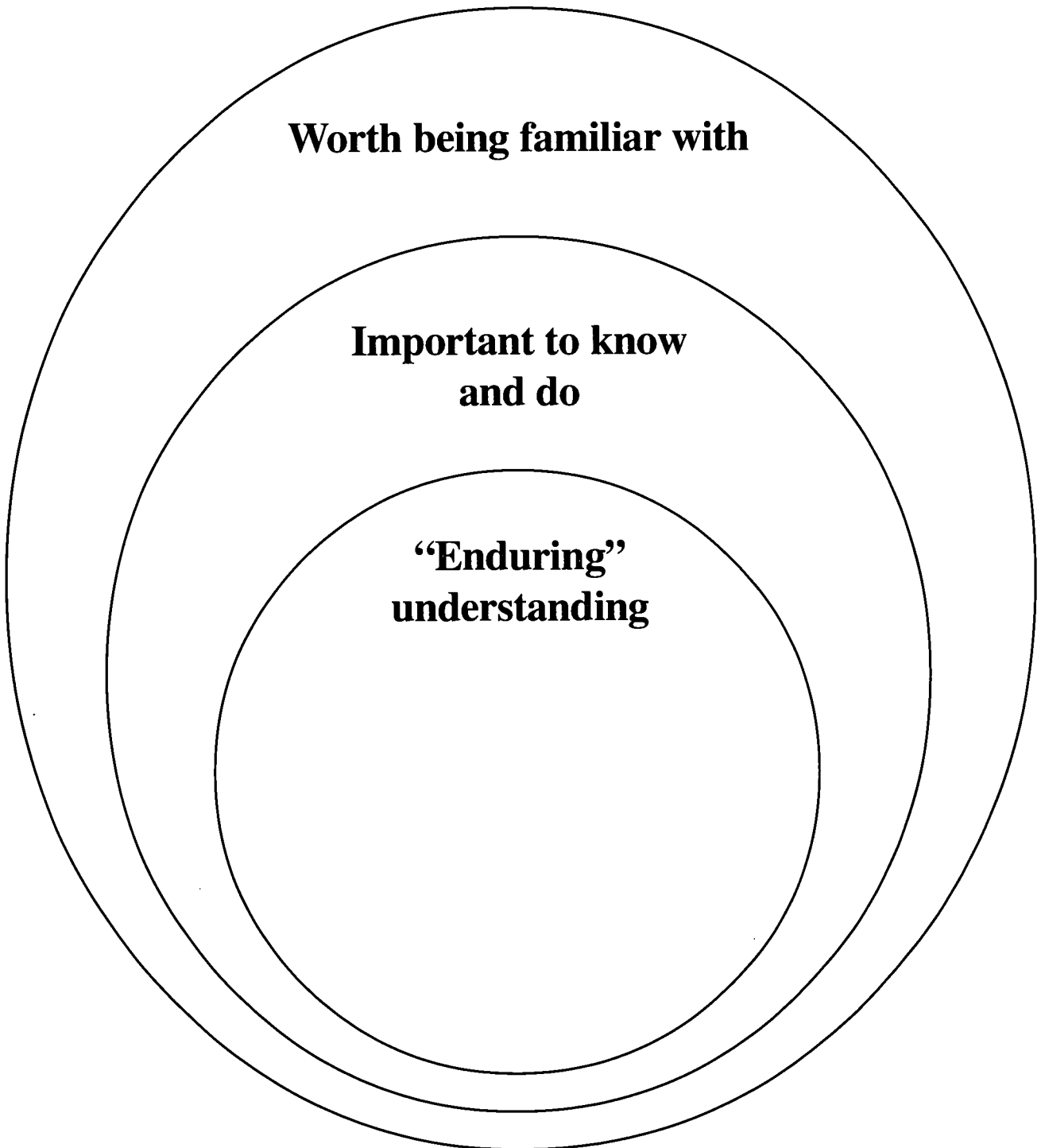
Directions for Participants

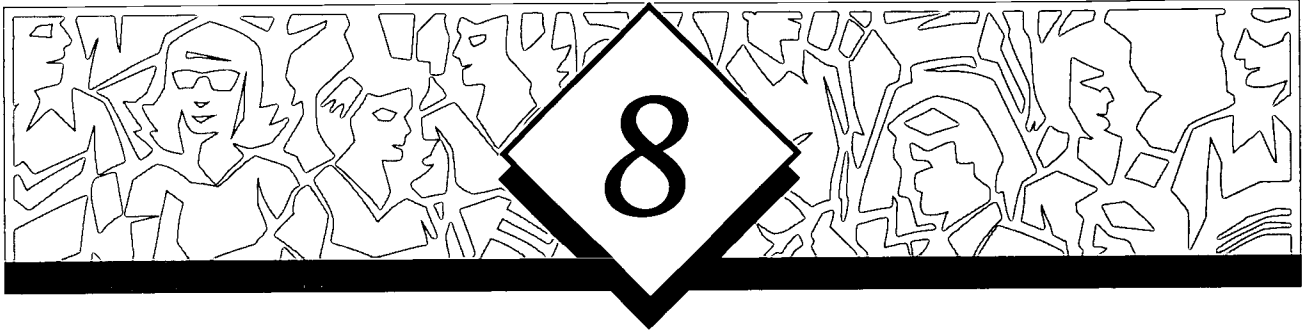
1. In pairs or threes, participants analyze the grade level/course they teach.
2. Each group draws the circles in Figure 37 on chart paper and labels them.
3. Write the TEKS sites [example: 8.2 (A)] on Post-it Tape Flags.
4. Discuss each TEKS site, decide where it belongs on the range of circles, and attach it there.
5. Participants present their findings and support their judgments.

Figure 37

Curricular Priorities

Adapted from Wiggins and McTighe, *Understanding by Design* (1998), p. 10
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Implementing the TEKS: Other Players

School administrators, parents, and institutions other than schools provide important support, reinforcement, and additional opportunities to teach social studies.

WAYS ADMINISTRATORS CAN SUPPORT SOCIAL STUDIES

Social studies serves a critical need in the education of children, and it is incumbent upon the instructional leader of the school to validate and support that role. Too many times social studies is relegated to a role of lesser importance than other “basic skills” due to time constraints. This can prove to be a costly mistake when the goal is to help children become productive citizens in society. Administrators can make many positive steps toward remediating the somewhat “second class status” of this discipline. Following are ten positive contributions administrators can make to support the teaching of social studies.

- Recognize the vital contribution social studies makes to curricular excellence.
- Set high standards for teaching and student performance in the social studies.
- Become knowledgeable about research on teaching social studies for understanding, appreciation, and life application.
- Participate in the review and evaluation of current social studies programs.

- Provide staff development through campus-based training and/or professional meeting attendance to facilitate teachers’ professional growth in understanding and implementing the TEKS for social studies.
- Provide necessary and appropriate resources such as maps, globes, videotapes, simulations, and computers and software.
- Provide ideas for instruction and assessment (formative and summative) of social studies learning.
- Encourage and reward the effective use of technology in the teaching and learning of social studies.
- Communicate to parents and community organizations the importance of social studies knowledge and skills for successful living.
- Appreciate the basic values of our state and nation as referenced in the Texas Education Code, §28.002(h).

Inspired by the *Curriculum Standards for Social Studies*, National Council for the Social Studies (1994).

WAYS PARENTS CAN SUPPORT SOCIAL STUDIES

These are just a few suggestions from among the hundreds of ways parents can help their children develop essential social studies and life-enhancing skills. Parents can ask teachers for more ideas.

- Tell family stories. Parents will enjoy remembering their childhood experiences and children will gain a perspective on their own heritage.
- Encourage children to read newspapers. Read the paper and listen to news broadcasts with them. Show them that there is more to a newspaper than comics and sports. Ask the child's social studies teacher about relevant magazines and subscribe to them.
- Visit historic sites, banks, and courthouses. These institutions can provide valuable information children can then relate to classroom instruction. Make an appointment with a political representative and discuss current issues. Find books in the library which relate the significance of historic sites. Visit Austin and observe the state legislature in session.
- Explore the geography of backyards, local neighborhoods, and parks and discuss it. What natural resources exist? Ask children to identify different types of animals, plants, and landforms. How do they affect human life today? Have they changed over time? How?
- Watch the weather forecast together and chart the meteorologist's accuracy. Track the flow of low pressure systems and weather disturbances such as hurricanes and discuss the impact of various weather phenomena on human behavior.
- Spend time in museums. Don't just walk around; discuss the objects exhibited and the information included in the labels. Find out if there are special workshops or tours and participate in them.
- Locate and attend various cultural activities such as American Indian powwows, Cinco de Mayo celebrations, Juneteenth festivals, and Fourth of July events. Explore culture-specific cuisine such as Chinese, Cuban, Vietnamese, French, German, Italian, and Mexican restaurants. Discuss the diverse foodstuffs and diets found around the world.
- Engage children in reading maps. Allow them to help plan routes for trips to grandmother's house, or the grocery store, or the school. Suggest that they keep a journal of family trips and vacations.
- Consider answering a question with a question. Help children learn the process of evaluating material and drawing their own conclusions by encouraging them to answer their own questions. Parents can then modify the conclusion but children will have developed critical thinking skills through the process. Foster critical thinking skills by involving children in family decisions.
- Buy social studies software for the home computer. This is a wonderful resource because most of these programs are interactive, allowing parents and children to pursue their own interests. These are also many computer games which teach social studies knowledge and skills. Bookmark useful social studies sites on the Internet browser.

PARENTS AND SOCIAL STUDIES: RECOGNIZING PROGRESS

Parents can take an active role in social studies education by being aware of the knowledge and skills conveyed at the elementary, middle, and secondary levels. Then parents can help their children apply the concepts learned in the classroom to tasks they encounter in daily life. Parents can also gauge their child's grasp of knowledge and skills by being attentive to the child's performance on a daily basis. The following summarizes some abilities students should possess after satisfactorily completing the comprehensive social studies program outlined by the TEKS for Social Studies.

Your Fourth Grader Should Be Able to . . .

- Explain the meaning of selected patriotic and cultural holidays and celebrations.
 - Describe the basic human needs and ways people meet these needs in their family, community, state, and nation.
 - Identify authority figures and understand the meaning of the rules they enforce. Give examples of rules in the home, school, and community.
 - Place events in correct chronological order in written, oral, or visual forms.
 - Identify customs, symbols, and celebrations that represent American beliefs and principles. Explain their significance.
 - Compare his or her life to that of a child living in another state or another country and distinguish between the type of life a poor child might have compared to a rich child.
 - Explain the contributions individuals make to communities, past and present. Distinguish between economic and cultural contributions.
 - Explain how technology affects communication and transportation. For example, the child can explain that a train links his or her home to the world. This involves understanding how railroads move people and products into and out of Texas and how they influence the economy, society, and geography of the state and nation.
- Locate the state of Texas on a world map and describe its relative location to the seven continents, four oceans, and several countries in Africa, Asia, Europe, and South America.
 - Describe the relative location of his or her community and its proximity to cities and regions in the state of Texas, the United States, and the Western Hemisphere (e.g., I live at the midway point between the Oklahoma border and Austin. I live two hours from the Gulf Coast. Texas lies north of the equator.).
 - Take you for a walk in the grocery store and point out products that could be grown or manufactured in Texas, then explain the process required to get the product on the shelf. How do products that originate out of the state or the nation arrive on the shelves?
 - Explain why he or she has to make choices because resources are limited. Cite examples of ways to increase or decrease available resources (e.g., bought a CD with allowance money rather than putting it in the bank to generate interest).
 - Explain the functions of government and the roles of public officials. Discuss the ways their decisions affect daily life.
 - Tell a story about his or her local community by collecting data from a variety of sources, analyzing it, and interpreting it in either a series of maps, an oral presentation, or a written narrative. Students can use a variety of media to help tell the story.

Your Eighth Grader Should Be Able to . . .

- Describe major periods and developments in U.S. history, e.g., colonization, revolution, westward expansion, urbanization, and industrialization.
- Identify major regions of the nation and analyze the geographic and human factors that define them.
- Explain the goals and functions of representative government and how the Declaration of Independence and the U.S. Constitution support this form of government. Compare life in a country with a representative government to life in a country with another system.
- Identify the qualities that make effective leaders.
- Identify current leaders in the United States and abroad. Analyze their decisions.
- Describe the ways individuals and groups influence events in other regions of the world.
- Identify economic and government systems in other parts of the world. Compare the government, education, economic systems, and religious institutions in other parts of the world to those in the United States.
- Explain defining events in Texas history such as Spanish exploration, statehood, ranching, the discovery of oil, and construction of interstate highways.
- Compare and contrast Texas to Tennessee or Mississippi or Alabama in terms of physical and human characteristics. Identify factors that might have lured people from east of the Mississippi River to Texas (Gather data from almanacs, encyclopedias, thematic maps, databases, and the Internet).
- Tell a story about a teenager in any of the thirteen colonies and the unique life he or she experienced. This involves understanding the fundamental differences among the colonies related to physical geography, ethnic diversity, attitudes toward religion, economic opportunities, and approaches to government.
- Explain what factors would affect an individual's decision to choose sides in any given event in early U.S. history (serve as a Loyalist or a Patriot in the American Revolution, support or oppose the Constitution, move west to new territory or remain in the Eastern United States, work toward abolition or own slaves, join the Union or the Confederacy during the Civil War).
- Explain how individuals made economic decisions as buyers, sellers, and producers in the early United States (the free enterprise system).
- Identify the region of the country most affected by the Industrial Revolution before the Civil War and how other regions differed in natural, human, and financial resources.
- Identify a newspaper article that describes actions that threaten the rights of citizens as outlined in the Bill of Rights and explain possible solutions to eliminate the threat.
- Exhibit the characteristics of responsible citizenship by obeying rules, accepting the consequences of personal behavior, and respecting individual rights.

Your Twelfth Grader Should Be Able to . . .

- Explain the reasons for U.S. involvement in other regions of the world after 1898, and how war, economics, and politics influenced the nature of the interactions over time, e.g., origins and evolution of U.S./Russian relations.
 - Give an example of how domestic policy influences foreign policy or vice versa, e.g., the Cold War and McCarthyism.
 - Analyze a newspaper story reporting abuses of civil rights and use it to explain the historical developments of civil rights legislation in the United States.
 - Imagine the life of a young adult in civilizations on a given continent at any time, e.g., the Western Roman Empire, Mesoamerica, Andean South America, China, India, Japan, the Ottoman Empire, Nazi Germany, or the Soviet Union.
 - Describe the society in which great political thinkers such as Hammurabi, Justinian, John Locke, and Thomas Jefferson lived and explain how it influenced their political ideas.
 - Locate places on a world map that receive coverage in the media, describe the natural environment of the places and the ways political, cultural, and economic characteristics reflect the influence of climate, landforms, and ecosystems.
 - Draw a map of the world from memory and use it to explain relationships of global trading partners and cultural exchange between selected countries.
- Identify bias in media releases that report on political parties, including third parties and special interest groups, and explain how this can influence public opinion.
 - Consider the way his or her life as an American citizen in a constitutional system of government would differ if living in a country with a different form of government.
 - Interact with groups in a socially responsible way.
 - Use technology to gather information and interpret a particular point of view.
 - Explain his or her role in decision-making processes related to spending money, allocating time, and being sensitive to other cultures and belief systems.
 - Participate in formal and informal groups such as soccer leagues, student government, church groups, or other student organizations, and apply conflict resolution strategies when necessary.
 - Explain how economic decisions he or she makes reflect the basic principles of the U.S. free enterprise system.
 - Apply economic principles to decisions about personal property acquisition, e.g., make responsible purchases, understand how scarcity affects value, manage accounts in a financial institution, and understand how to evaluate economic activity.

ORGANIZATIONS AND AGENCIES: INFORMAL EDUCATORS

Students do not leave education behind when they exit the classroom. Many institutions offer educational programs that provide learning opportunities outside the school classroom setting. Students can participate in these offerings virtually via the Internet or literally by visiting the site with their class or their family or by reading a pamphlet or other educational material produced by the agency.

These are informal educational experiences. The institutions are not mandated by law to provide resources that help teach the social studies. They do so as a public service. School groups, children, and their families who partake of these resources do so voluntarily. The experiences are often self-directed. With the exception of the Internet and public agencies which offer free access, many organizations and agencies charge admission for viewing exhibits or a fee for materials. The information is detailed and may take some time to understand, yet the return is worth the effort. The knowledge and unique experiences that informal educators provide can make a significant contribution to social studies education in Texas.

Many agencies and organizations offer opportunities for informal education and offer services that support several social studies disciplines and themes. Organizations and agencies include museums and historic sites, parks, nature centers, chambers of commerce, county courthouses, police departments, and research consortiums. Representatives from these organizations or individuals such as the meteorologist with the local television station, the archivist at the public library, or the fire marshal regularly provide presentations and information to school groups or interested citizens.

The informal educators can contribute to social studies education if teachers, administrators, and parents believe that the programs can support instruction based on the TEKS for Social Studies. To ensure this, the players must cooperate.

- Teachers or local district administrators can work with informal educators to provide more directed experiences that satisfy TEKS requirements.
- Informal educators can devise experiences and materials that encourage interaction between

children and their parents or between children in groups.

- The informal experiences encourage interaction and exchange that crosses cultural, educational, and economic divides. These exchanges occur in a variety of locations.

Ways Museums and Historic Sites Can Be Used to Support Social Studies

Following are ten things that every administrator and social studies educator ought to know about using museums and historic sites to make the most of a valuable resource:

- 1) Museums are a significant teaching resource.
- 2) Museums and historic sites inspire students.
- 3) There are many types of museums.
- 4) Museums offer students informal opportunities to learn and can help teachers design rich experiences for students.
- 5) Museums and historic sites have good curriculum support materials.
- 6) Virtual trips to museums and historic sites are almost as good as real trips.
- 7) A successful museum trip involves the "Three P's": preparation, participation, and post-visit reflection.
- 8) Teachers and students can make a museum of their own in the classroom.
- 9) Museum educators and curators are both resources and role models.
- 10) The United States has many excellent museums with unlimited learning opportunities.

1) Museums are a significant teaching resource.

Many schoolchildren in the United States visit a museum each year. The more than 8,200 museums and 15,000 historic sites in the nation provide plenty of choices. Visiting these institutions, however, poses challenges for many teachers. The effort is worth the investment because the materials preserved and exhibited provide information that words alone cannot convey. The artifacts and ideas that museums and historic sites collect, preserve, and present constitute powerful and memorable learning experiences for students. The process involves three stages: preparation, participation, and post-visit reflection. Getting students ready for the activity, using the time spent in the museum or site wisely, and follow-

ing the visit with a meaningful exercise helps students realize the value of the out-of-classroom experience.

2) Museums and historic sites inspire students.

Museums have the real thing. The virtual environment created by TV, computers, and even magazines and books removes students from original art, artifacts, and culture. Museums provide a setting for students to encounter someone else's ideas, lifestyle, and creativity first hand.

Some museums require students to practice their skills of observation and summarization. Other settings encourage interaction and learning by doing using replicas. Students can sweep floors, cook in a fireplace, or gather eggs. Students use their senses as well as their minds. Thus, visitors to museums interact with an authentic bit of the past, gain exposure to the unfamiliar, and realize the connection of individuals past and present.

3) There are many types of museums and historic sites.

Museums include collections related to history, prehistory, natural history, art, and science.

- History museums include historic sites that preserve buildings and landscapes associated with a person, family, or event of local, state, or national significance. Local historical societies preserve the history of a specific area.
- Art museums feature paintings, sculpture, drawings, photographs, or other creative expressions. Many provide historic context in the labels explaining the background of the artist or the inspiration for the work.
- Science and natural history museums include planetariums, environmental centers, arboretums, aquariums, and zoos.
- Museums and historic sites include artifacts useful in teaching the state curriculum for social studies. Museums in Texas help students imagine how Caddoan Indians lived, observe exotic animals from the four hemispheres of the globe, participate in an experiment to understand gravity and its relation to space travel, and imagine the rough and tumble life of a cowboy as portrayed in Frederick Remington sculptures.

Each museum has a mission that summarizes the information it collects and interprets. Students can learn about early Texas residents when they visit Brazoria County

Historical Museum (<<http://www.tgn.net/~bchm/>>) or about the incidents surrounding the assassination of John F. Kennedy in November 1963 at the Sixth Floor Museum (<<http://www.jfk.org/>>)

4) Museums offer students informal opportunities to learn and can help teachers design rich experiences for students.

Museum staff create exhibits and programs to educate the visitors and they offer special tours and activities to make the experience more meaningful. Museum educators develop these programs in conformity with the state curriculum.

Consult the museum educator before planning your visit. Ask them how the experience incorporates knowledge and skills from the state social studies curriculum. Get information on any offerings that relate directly to the relevant curriculum. Educators in museums are eager to work with teachers who want to make the most of their museum experience.

5) Museums and historic sites have good curriculum support materials.

If arranging a trip to a museum poses too great a financial or logistical challenge, museum educators produce a range of informal outreach programs that meet curriculum needs. Discovery boxes, curriculum guides, outreach programs and suggested activities pre- and post-visit help teachers incorporate the resources of museums into the classroom. The Texas State Preservation Board (<<http://www.tspb.state.tx.us>>) produced "Capitol Connections: History and Government at the Texas Capitol Complex." This resource includes lesson plans, activities, and primary sources on the historic buildings and collections of the Capitol Complex.

Almost all museums stock their sales areas with materials that extend the educational experience. Browse these shops to find the latest in related children's books and toys. The Texas State Preservation Board developed a CD-ROM for those who want to remember the experience or for those unable to make the visit. The CD-ROM provides "A Virtual Tour of the Texas State Capitol" including the historic Capitol, the underground Capitol Extension, and the Capitol grounds.

6) Virtual trips to museums and historic sites are almost as good as real trips.

The four walls of the classroom just expanded! The Internet now makes it possible to visit museums all over the world via the classroom computer.

- Take a virtual tour of the Louvre in Paris (<<http://mistral.culture.fr/louvre/louvrea/htm>>).
- Explore Egyptian treasures in the Metropolitan Museum of Art in New York City (<<http://www.metmuseum.org>>).
- Learn about the experiences of the earliest permanent English settlers in North America at Jamestown, Virginia (<<http://www.apva.org/>>) and Plymouth, Massachusetts (<<http://www.plimoth.org/>>).

In addition, the Internet offers the unique opportunity for students to take part in museum educational offerings without leaving the classroom. Many museums are developing online educational resources.

- The Institute of Texan Cultures has interactive programs featuring the Alamo and Tejano ranching (<<http://www.texancultures.utsa.edu/new>>).
- Mystic Seaport Museum maintains a virtual site where students can learn more about the experiences of Africans aboard the slave ship *Amistad*, their rebellion, and subsequent Supreme Court decision on their future as humans or property (<<http://amistad.mysticseaport.org/main/welcome.html>>).
- Visit the virtual exhibits and the digital classroom offered by the National Archives and Records Administration in Washington, D.C. (<<http://www.nara.gov/>>).

7) A successful museum trip involves the “Three P’s”: preparation, participation, and post-visit reflection.

Preparation. Museums can be overwhelming. Students who receive information on the experience before the visit, know where they are going, and know what they will see and do tend to gain more from the experience. The best school visits result from preparation.

- Most museums have pre-visit packets of information that include brochures with pictures of the site, information about the museum and its collections, and activities to complete as a class before a visit.
- Visit the museum website if they have one and discuss the route, the location, and the rules of

behavior. Let the students help map and plan the trip.

- Museums cannot exist without artifacts. They must preserve them and make them available to the general visitor. Explain this to the students so they understand that the things they will see provide a direct link to another time and to the activities and ideas of other people. This makes it easier for students to understand the things museum staff ask them to do during the visit.

Teachers should know what they want to accomplish beforehand and they should select the program most appropriate for their class, whether presented in the form of a site visit, virtual exhibit on the Internet, or a curriculum product. See and do less and leave students asking for more. Encourage family trips if students want to see more.

Participation. What will students learn in a museum? To really learn, students must be actively engaged in some kind of directed learning experience. Think of this as fieldWORK, not as a fieldTRIP. Students should have the opportunity to use a variety of social studies skills, from critical thinking and observation to sketching and distinguishing between primary and secondary resources.

Here are some suggested student activities:

- Students can write stories of the individuals and lifestyles about which they learned.
- Students can draw maps and compute the miles traveled to the museum.
- They can consider the economic characteristics of the museum, its sources of funding and support, and the role of government in the future of the museum.
- Students can consider issues of citizenship and the role museums play in preserving the customs, symbols, and celebrations of the past.
- Students can gain a greater understanding of their role in the perpetuation of museums in Texas. They can serve as responsible citizens and effective leaders by encouraging support for museum funding, or volunteering their time to the institutions.

Here is a generic participation strategy:

Observing artifacts in a collection helps students understand the differences between primary and

secondary sources. Students “read” the objects, photographs, or documents they encounter by progressing through the following steps:

- a) analyzing information (What is the artifact made of? What is the condition of the artifact? Was it used and does it show wear?)
- b) organizing and interpreting it (What does the object do? What other things serve the same purpose?)
- c) identifying frame of reference and point of view (Who used the object? Did different people use it different ways and for different purposes?)
- d) identifying bias in the material (Are all the people who used the artifact reflected in the historical record?)

Teachers should encourage students to ask the museum staff about the different points of view of the artists, farmers, children, or soldiers who either created the artifacts or lived on the historic site. This interaction with the museum staff makes the experience even more memorable.

Upon arrival students become involved in activities in a new environment. It is often difficult to carry a pencil and paper, and some museums may not allow this. The best strategy to ensure retention is to ask students to sit for a quiet moment during the visit and have them reflect on their surroundings and the experience. Have students write down their personal memories first, and then ask for volunteers to share their experiences. This activity also provides an opportunity to emphasize frame of reference because not everyone participated in every activity in the same way and each will remember different experiences. Ask the students to write a brief summary of their most memorable experience to share with the class the next day.

Teachers should participate in the program along with their class. Then they can facilitate discussion, remind students of the concepts learned, and bring the lesson to closure back in the classroom.

Post Visit Reflection. Evaluating the experience, that is, what students gained from the experience, is crucial. Continue the reflection begun on site when the class reconvenes at school. Have the students communicate their points of view in written, oral, or visual forms. After students share their experiences, ask them to organize them into a meaningful pattern and explain their rationale for the decisions.

8) Teachers and students can make a museum of their own in the classroom.

Most students collect, preserve, and interpret something, whether it’s baseball cards, stamps, dolls, or guppies. Help them understand the similarities between what they do and what the museum does. Think about what it takes to make an exhibit. Have the students design an exhibit on a topic of their choice, install it, and invite their parents to visit during an scheduled open-house.

Middle and secondary students can get experience in producing thematic exhibits if they choose to participate in National History Day (<<http://www.thehistorynet.com/NationalHistoryDay/>>), a program which encourages research and communication in a range of formats including exhibits, historical papers, media, and performance. The Texas State Historical Association (<<http://www.tsha.utexas.edu/education/students.html>>) serves as the liaison between this national program and local schools. Winners move from regional fairs to state fairs to the national competition in Maryland, held each June.

9) Museum educators and curators are both resources and role models.

Students can learn more about collecting and researching by talking with the people who do it for a living, the curators and educators who work in museums.

- Students can research museum-related professions.
- Invite museum representatives to the classroom as guest speakers.
- Ask museum representatives questions about the jobs they do, about the role of volunteers in museums, and how helping museums helps the community.

The Texas Historical Commission (<<http://www.thc.state.tx.us>>) observes Archaeology Awareness Week once a year. During this time, they provide information on contacting archaeologists to come visit with students in the classroom. They also provide packets which include information on becoming a professional archaeologist.

10) The United States includes many excellent museums with unlimited learning opportunities.

Educators have acknowledged the importance of designing varied learning experiences that take place in multiple and interactive settings.

. . . museums strive to meet these goals by immersing young patrons in a unique, leisure/learning environment filled with multisensory, participatory exhibits. In this environment, children are keepers of the keys, masters of the locks . . . The philosophy of children's museums may be summed up by the old Chinese proverb, "I hear and I forget. I see and I remember. I do and I understand" (Judd and Kracht, 1997, p. 21).

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Judd, M. K., and Kracht, J. B. (1997). The world at their fingertips: Children in museums. In Hatcher, B., and Beck, S. S. (Eds.) *Learning opportunities beyond the school*. (pp. 21-26). Olney, MD: Association for Childhood International.

NCSS Task Force for Social Studies Standards (1994). *Expectations for Excellence: Curriculum Standards for Social Studies, Bulletin #89*. Washington, DC: National Council for the Social Studies.

Appendix A

How Should Districts Go about the Curriculum Development Task?

Most Texas school districts have well established and reasonable policies and procedures in place to guide the process of curriculum development, revision, and implementation. This section offers a few general suggestions regarding curriculum development. For a district that has effective policies and procedures, these suggestions might be considered as discussion points to use in examining local policy and procedures. If a district has no established policies and procedures governing curriculum development, revision, or implementation, these suggestions might serve as an initial guide to factors that need to be considered in the formation of curriculum policies and procedures. A useful guide to curriculum development can be found in *Course design: A guide to curriculum development for teachers* (Posner and Rudnitsky, 1994).

ESTABLISH A FRAME OF REFERENCE FOR CURRICULUM WORK

A set of ten axioms identified by Peter Oliva (1992) might serve as discussion points for a district's leadership team as plans are made for the curriculum work that is necessary for implementing the TEKS for Social Studies. They are offered here as guidelines to assist educators in establishing a frame of reference regarding curriculum development.

- Change is both inevitable and necessary, for it is through change that life forms grow and develop.
- A school curriculum not only reflects but is a product of its time.
- Curriculum changes made at an earlier period of time can exist concurrently with newer curriculum changes at a later period of time.
- Curriculum change results from changes in people.
- Curriculum change is effected as a result of cooperative endeavor on the part of groups.
- Curriculum development is basically a decision-making process.

- Curriculum development is a never-ending process.
- Curriculum development is a comprehensive process.
- Systematic curriculum development is more effective than trial and error.
- The curriculum planner starts from where the curriculum is, just as the teacher starts from where the students are.

As implied by the suggested axioms, viewing the curriculum only as a finished written product is short sighted. Curriculum work is continuous work demanding that careful attention and resources be devoted to preparing our students for life challenges they face both now and in the future. The State Board of Education's rule mandating the implementation of the TEKS at the beginning of the 1998-99 school year is but one of the forces that calls educators' attention to the need for continuous curriculum revision. Other factors that drive and influence curriculum change include:

- changes in school and community demographics;
- changes in family life;
- changes in what we know about child and adolescent development, learning, and learning styles;
- changes in the knowledge base drawn from history and the social sciences;
- changes in the types of jobs and careers that our students will pursue as adults;
- changes in technology;
- changes in the professional staff; and
- changes in the demands on public schools from parents.

Establishing a district-wide view of curriculum work as a process and a product in which all professional educators are continuously involved is an important step in assuring that all students are well prepared for the future.

ESTABLISH A CURRICULUM LEADERSHIP TEAM

Educators selected to serve on the curriculum leadership team should reflect a wide range of expertise and roles within the school district. Types of expertise that will insure a successful curriculum development effort will include:

- experience in curriculum development, revision, and implementation;
- a well grounded knowledge of history and the social sciences;
- knowledge and skills in instructional technology;
- familiarity with the TEKS for Social Studies and other subject areas; and
- a knowledge of curriculum evaluation.

While not every member of the leadership team needs each of these areas of expertise, the team as a whole should incorporate these areas of expertise. Roles represented on the leadership team might include central office personnel, supervisors/specialists, department heads and grade level coordinators, classroom teachers, parents, and other interested members of the community. A broad representation of roles will insure that the views of various stakeholders are represented and considered as the curriculum development process moves forward.

The curriculum leadership team charged with the implementation of the TEKS for Social Studies has an important responsibility. While the responsibilities of this team may vary from district to district, they will be likely to include most, if not all of the following activities.

Determining the Curriculum Development Tasks That Need to Be Completed

The leadership team must identify the curriculum development tasks that need to be completed and develop specifications for the processes and formats that will be followed in the development of written curriculum documents. At a minimum these tasks will include determining the current status of the K-12 social studies curriculum, formulating a philosophy statement for the K-12 social studies program, identifying the changes needed in the current social studies curriculum which are necessitated by the TEKS for Social Studies and other considerations (needs assessment), developing the general scope and sequence document, developing the

grade level and course documents, and developing the instructional unit documents.

Establishing the Time Line for the Completion of the Tasks

Curriculum work takes time. It cannot be accomplished effectively in two days after students have left for summer vacation. The documents that are produced are the end result of discussion, reflection, and decision making. A district might reasonably consider a three or four year schedule for the completion of the tasks related to the preparation and implementation of the social studies curriculum.

- **Year One:** Activities for year one might include planning the process for curriculum work in the social studies, consideration of the current status of the social studies curriculum, identification of the changes necessitated by the TEKS for Social Studies and other forces, developing the statement of philosophy, and preparing the general scope and sequence document.
- **Year Two:** During year two, activities might center on the development of grade level and course guides, determining staff development needs, providing for the professional development of classroom educators, and developing model instructional units.
- **Year Three:** The third year, activities might include the development, field testing, and review of the instructional units; providing additional professional development, preparing for full implementation of the social studies program during year four, and establishing an evaluation procedure for the completed program.
- **Year Four:** Full implementation of a comprehensive social studies curriculum occurs.

Identifying the Resources Necessary to the Completion of the Tasks

Physical, human, and financial resources are necessary to insure the development of good curriculum. Teams and individuals charged with particular curricular development tasks will accomplish little without provisions for adequate time, resources, or rewards for the tasks which they are asked to complete. Word processors, software and templates, staff development, resource materials, released time, and extended contracts probably will need to be provided if the implementation of the TEKS for Social Studies is to be fully realized. Curriculum development should be a budgeted item for every school

district in Texas. Cutting corners on the resources necessary for curriculum development will limit possibilities for maximizing learning in the classroom.

Identifying the Task Forces or Working Groups That Will Be Responsible for the Various Curriculum Development Tasks

Careful consideration needs to be given to the composition of task forces and working groups responsible for the various curriculum development tasks. Generally such groups should represent a wide range of expertise and roles within the district. General suggestions for the composition of key groups are as follows:

- The philosophy of social studies: curriculum specialists, central office administrators, principals, teachers, parents, and the public
- Needs assessment, current status of the social studies curriculum, and changes necessitated by the TEKS for social studies and other forces: curriculum specialists, central office administrators, principals, teachers
- General scope and sequence document: curriculum specialists, central office administrators, principals, teachers
- Grade level or course documents: curriculum specialists, principals, teachers
- Instructional unit documents: curriculum specialists, teachers

Setting Standards for Quality Control, Process Monitoring, and Review of the Curriculum

In addition to choosing qualified individuals to serve on groups charged with particular curriculum development tasks, the leadership team is responsible for providing the groups with guidance, a time line for their work, specifications for the content of finished products, suggested formats, and other assistance as needed. In order to insure good communication between the leadership team and other work groups, one or more members of the leadership team should serve in a liaison capacity on each of the work groups.

Making Plans for the Implementation of the Curriculum and the Accompanying Professional Development That Will Be Necessary

The implementation of curriculum means change and change nearly always encounters resistance from people who feel threatened by it. One Texas educator is fond of saying, "The only person who likes change is a baby with a wet diaper." If classroom educators and other concerned stakeholders are kept informed of the curriculum development/revision task as it is occurring, if they participate in the development of the curriculum, if they have had the opportunity to review the various draft documents and provide feedback, if the curriculum is presented in such a way that classroom educators can see how it will help them to be more effective, and if they are provided with the professional development necessary to make them feel comfortable as they implement the new curriculum, little resistance to change will be encountered. If classroom educators are left uninformed, if they feel their concerns are not being heard, if changes seem to increase their workloads, or if they feel they are not prepared to deal with the changes, resistance to change will be strong and a low level of implementation can be expected.

Establishing the Means for Monitoring Curriculum Implementation and Ongoing Evaluation of the Curriculum

The job of the curriculum leadership team is not over once curriculum materials have been presented to classroom educators. It is the responsibility of the team to monitor the implementation of the social studies curriculum, determining whether teachers are using the grade level or course guide documents, whether they understand the documents, whether the necessary resources are available, and whether students seem to be engaged and learning. An additional concern of the leadership team should involve the collection of data revealing how well the curriculum documents are meeting expectations: are they clear, are they accurate, are they comprehensive, are they teacher friendly, are students meeting expectations. Regular communication with classroom educators will reveal that even with the best of planning, the new curriculum has shortcomings and will need to be revised to make it more effective.

Figure 38 indicates the continuous nature of the curriculum development process. While all curriculum development/renewal should begin with a thoughtful and comprehensive needs assessment, the process is not necessarily as linear as is shown in the figure. For example, decisions regarding the content, organization, or sequence of instructional units, might necessitate the revision of the grade level or course plan involved. Even more certain is that the feedback received after implementation of the new curriculum will result in the need to revise one or more of the “finished” curriculum components.

The task of curriculum leadership within a district is truly an awesome responsibility, and one that is of utmost importance. The mandate of the State Board of Education necessitates curriculum development efforts

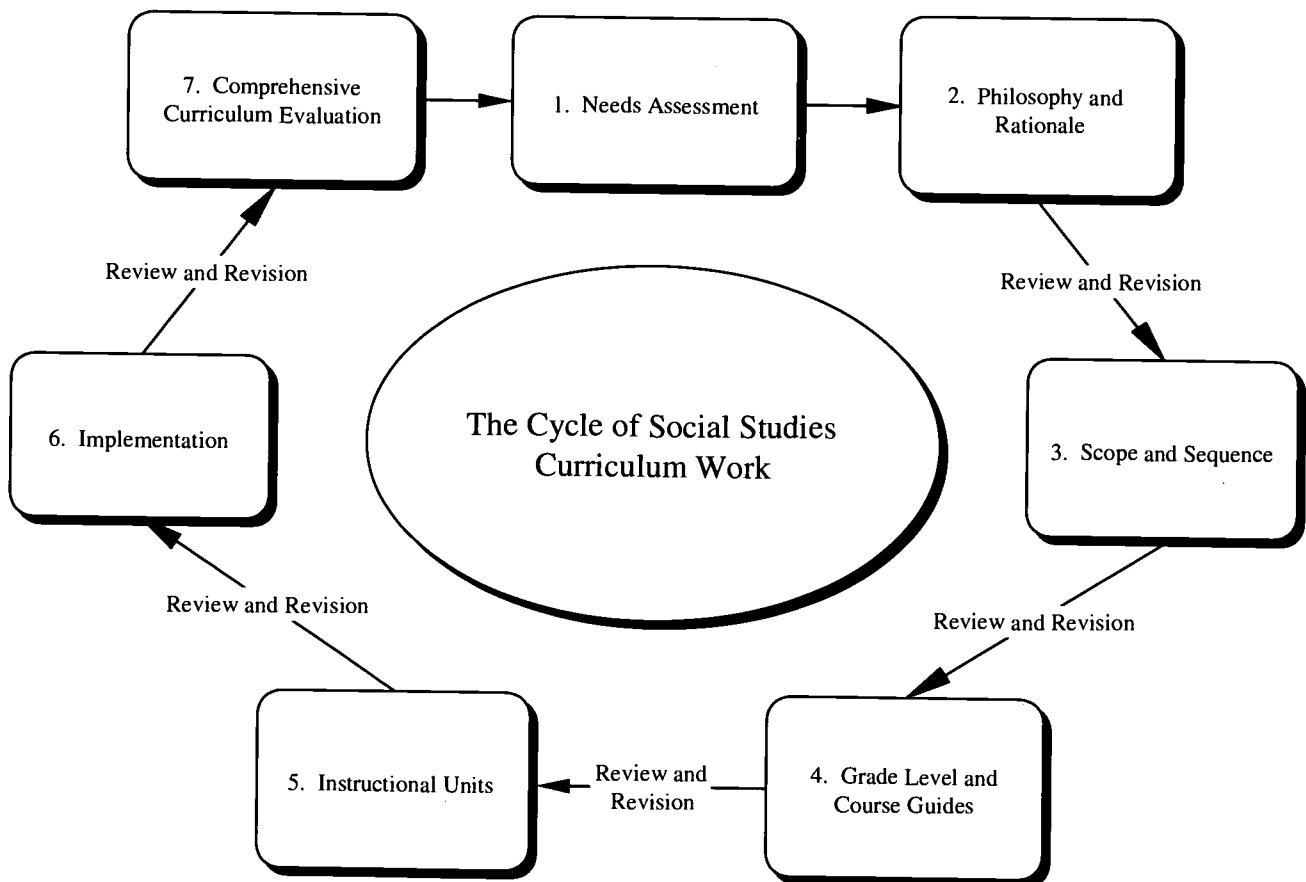
at the district level in order to assist teachers in meeting the State Board of Education regulations. Curriculum work is time consuming and requires resources, but will pay off as it enables teachers to become more effective in helping their students achieve the high expectations embodied in the TEKS for Social Studies.

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Posner, G. J., and Rudnitsky, A. N. (1994). *Course design: A guide to curriculum development for teachers* (4th edition). New York, NY: Longman.

Figure 38: Curriculum Development/Renewal



Appendix B

Selected Resources for Enhancing Social Studies Curriculum, Instruction, and Assessment

The following organizations provide instructional materials, professional development, and other resources that can be used to support the TEKS for Social Studies. For more information, contact each organization.

STATE AGENCIES AND CENTERS FOR EDUCATOR DEVELOPMENT

Texas Education Agency
1701 North Congress Avenue
Austin, TX 78711
1701 N. Congress Ave.
Austin, TX 78701-1494
512-463-9734
FAX: 512-463-9838
Curriculum & Professional
Development Division
512-463-9580
Division of Student Assessment
512-463-9563
Division of Advanced Academic
Services
512-463-9455
<<http://www.tea.state.tx.us>>

**Social Studies Center for Educator
Development**
ESC Region VI
3332 Montgomery Road
Hunstville, TX 77340-6499
409-295-9161
FAX: 409-295-1447
<[http://www.tea.state.tx.us/
resources/ssced](http://www.tea.state.tx.us/resources/ssced)>

**Mathematics Center for Educator
Development**
The Charles A. Dana Center
The University of Texas at Austin
2901 North IH-35, Suite 2.200
Austin, TX 78722-2348
512-471-6190
FAX: 512-471-6193
<<http://www.tenet.edu/teks/math>>

**Science Center for Educator
Development**
The Charles A. Dana Center
The University of Texas at Austin
2901 North IH-35, Suite 2.200
Austin, TX 78722-2348
512-471-6190
FAX: 512-471-6193
<<http://www.tenet.edu/teks/science>>

**Texas Center for Reading and
Language Arts**
College of Education
The University of Texas at Austin
Austin, TX 78712
512-232-2320
<[http://www.tenet.edu/teks/
language_arts/](http://www.tenet.edu/teks/language_arts/)>

**Languages Other Than English
Center for Educator Development**
211 East 7th St.
Austin, TX 78701-3281
800-476-6861
FAX: 512-476-2286
<<http://www.sedl.org/loteced/>>

**Texas Center for Educational
Technology (TCET)**
P. O. Box 311337
UNT Station
Denton, TX 76203-1337
940-565-4433
FAX: 940-565-4425
Email: tcetinfo@aaa.tcet.unt.edu
<<http://www.tcet.unt.edu/START>>

STATE ORGANIZATIONS

American Heritage Education Foundation, Inc.

3701 W. Alabama, Suite 200
Houston, TX 77027-5224
713-627-2698
FAX: 713-572-3657
<<http://www.americanheritage.org>>

Institute of Texan Cultures

801 S. Bowie Street
San Antonio, TX 78205-3296
210-458-2300
<www.texancultures.utsa.edu/new/>

Project Vote

Secretary of State's Office,
Elections Division
P.O. Box 12060
Capitol Station
Austin, TX 78711-2060
512-463-5650
FAX: 512-475-2811
<<http://www.sos.state.tx.us/function/projectv/index.htm>>

State Bar of Texas

Office of Law-Related Education
P.O. Box 12487
Austin, TX 78711
512-463-1463, ext. 2120
800-204-2222, ext. 2120 to order
low cost teaching materials
FAX: 512-475-1904
Email: jmiller@texasbar.com
<<http://www.texasbar.com/pubinf/lre/info.htm>>

Texas Alliance for Geographic Education

Department of Geography &
Planning
Southwest Texas State University
San Marcos, TX 78666
512-245-3827
FAX: 512-245 8354
<<http://www.geo.swt.edu/tage/tage.html>>
Geography Bee

Texas Association of Museums

3939 Bee Caves Rd.
Bldg. A, Suite 1B
Austin, TX 78746
888-842-7491
512-328-6812
FAX: 512-327-9775
<<http://www.io.com/~tam>>

Texas Council for the Social Studies

Eilleen Thomas
Director of Member Services
5251 Meadowbrook Dr.
Fort Worth, TX 76112
817-451-7915
Email: eilleen@flash.net
<<http://www.ness.org/local/>>

Texas Council on Economic Education

Tim Shaunty
1200 Jefferson Street
Houston, TX 77002
713-655-1650
FAX: 713-655-1655
Email: texecon@aol.com

Texas Historical Commission

P.O. Box 12276
Austin, TX 78711-2276
512-463-6100
FAX: 512-475-4872
<<http://www.thc.state.tx.us>>

Texas Parks and Wildlife

4200 Smith School Road
Austin, TX 78744
512-389-4360
<<http://www.tpwd.state.tx.us>>
Exploring Texas

Texas State Historical Association

2/306 Sid Richardson Hall
University of Texas at Austin
Austin, TX 78712
512-471-1525
FAX: 512-471-1551
<<http://www.tsha.utexas.edu/>>
Junior Historians of Texas
Texas History Day

Texas Social Studies Supervisors Association

Mick West
Vice President & Membership Chair
McAllen ISD
2000 North 23rd Street
McAllen, TX 78501
956-618-6061
FAX: 956-631-7206

Junior Achievement

Bill Land, Director of Education
2115 E Governor's Circle
Houston, TX 77092
713-682-4500
FAX: 713-682-8238
Email: volunteer@jahouston.org
<<http://www.jahouston.org>>

NATIONAL ORGANIZATIONS

American Bar Association

750 N. Lake Shore Drive
Chicago, IL 60611
312-988-5000
<<http://www.abanet.org>>

American Historical Association

400 A Street, SE
Washington, DC 20003-3889
(202) 544-2422
FAX: (202) 544-8307
<<http://www.theaha.org>>

Association of Science-Technology Centers

1025 Vermont Ave., Suite 500
Washington, DC 20005
202-783-7200
FAX 202-783-7207
<<http://www.astc.org/astc/>>

Center for Civic Education

Main Office:
5146 Douglas Fir Rd.
Calabasas, CA 91302-1467
818-591-9321
FAX: 818-591-9330
Washington Office:
1308 19th Street, NW
Washington, DC 20036-1602
202-861-8800
FAX: 202-861-8811
<<http://www.civiced.org/>>
National Standards for Civics and Government

The ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS)

2805 East Tenth Street, Suite 120
Bloomington, IN 47408-2698
812-855-3838
800-266-3815
FAX: 812-855-0455
<http://www.indiana.edu/~ssdc/eric_chess.htm>

Foundation for Teaching Economics

260 Russell Boulevard Suite B
Davis, CA 95616-3839
800-383-4335
FAX: 530-757-4636
<<http://www.fte.org/>>

National Center for History in the Schools

University of California - Los Angeles
Department of History
405 Hilgard Ave.
Los Angeles, CA 90095-1473
FAX: 310-267-2103
<<http://www.ssnet.ucla.edu/nchs/>>
National Standards for History and National Standards for World History

National Council for Geographic Education

NCGE Central Office, 16A Leonard Hall
Indiana University of Pennsylvania
Indiana, PA 15705
724-357-6290
<<http://www.ncge.org/>>
Geography for Life: National Geography Standards

National Council for History Education

26915 Westwood Rd., Suite B-2
Westlake, OH 44145
440-835-1776
FAX: 440-835-1295
<<http://www.history.org/nche/>>

Geographic Education National Implementation Project

Department of Geography
Texas A&M University
College Station, TX 77843-3147
409-845-1579
FAX: 409-862-4487
<<http://genip.tamu.edu>>

National Council for the Social Studies

3501 Newark Street, NW
Washington, DC 20016
202-966-7840
FAX: 202-966-2061
Publications Orders:
1-800-683-0812
<<http://www.ncss.org>>
Expectations of Excellence: Curriculum Standards for the Social Studies

National Council on Economic Education

1140 Avenue of the Americas
New York, NY 10036
800-338-1192 or 212-730-7007
FAX 212-730-1793
<<http://www.nationalcouncil.org>>
EconomicsAmerica and EconEdLink
<<http://www.economicsamerica.org>>
EconomicsInternational
<<http://www.economicsintl.org>>
Voluntary National Content Standards in Economics

National Geographic Society

Geography Education Outreach
1145 17th St., N.W.
Washington, DC 20036-4688
202-775-6577
<<http://www.nationalgeographic.com>>

NATIONAL ORGANIZATIONS (CONTINUED)

National History Day

0119 Cecil Hall
University of Maryland
College Park, MD 20742
301-314-9739
<[http://www.thehistorynet.com/
NationalHistoryDay/](http://www.thehistorynet.com/NationalHistoryDay/)>

Society for American Archaeology

900 Second Street NE #12
Washington, DC 20002-3557
202-789-8200
FAX: 202-789-0284
<<http://www.saa.org/>>

Social Science Education Consortium

P.O. Box 21270
Boulder, CO 80308-4270
303-492-8154
FAX: 303-449-3925
<<http://ssecinc.org/>>

Organization of American Historians

112 Bryan Street
Bloomington, IN 47408
812-855-7311
FAX: 812-855-0696
<<http://www.indiana.edu/~oah/>>

OTHER RESOURCES

Scholastic Assistance for Global Education (SAGE)

A website that includes activities and links to other resources related to global education.
409-845-4877
FAX: 409-845-3884
Email: lwolken@tamu.edu
<<http://wehner.tamu.edu/sage>>

Federal Resources for Educational Excellence (FREE)

An online directory of government sites that provide resources for teachers, developed by the U.S. Department of Education
<<http://www.ed.gov/free>>

Computers in the Social Studies

CSS Journal, an electronic educational journal issued six times per year, subscription fee required for access. The website includes an archives of issues since 1992, websites featuring historical documents, and websites related to the social studies.
<<http://www.cssjournal.com>>

Appendix C

The Well-Equipped Social Studies Classroom

Not too long ago, social studies teachers who had a world map, a set of textbooks, and an ample supply of chalk were considered to be well equipped to carry out their instructional duties. Today, maps and textbooks are still important resources for social studies teachers, but many other resources are also needed to provide a rich and effective learning environment. Following is a list of resources that should be considered for every classroom in which social studies is taught.

Campuses should provide age and topic appropriate variations of these instructional materials, K-12. The Social Studies Center for Educator Development has developed resources, both online and in print versions, to help aid in the selection of these materials. See the SSCED website at <<http://www.tea.state.tx.us/resources/ssced/>> or use the order form in this framework to access these resources (Appendix D).

INSTRUCTIONAL RESOURCES

Maps and Globes

World, USA, and State Wall Maps

Maps should:

- be appropriate for the grade level, e.g., beginner, intermediate, or advanced;
- be appropriate for the purpose of instruction, e.g., political, physical, thematic, historical;
- be accurate and up-to-date; and
- provide a realistic view of the world, i.e., use an equal area projection in order to provide students with an accurate image of the relative size of places and regions.

Outline Maps

Student desk maps (8.5x11 or 8.5x14) can be obtained from most companies that produce maps and globes. Maps appropriate for student work can also be downloaded from electronic sources. Refer to the SSCED

website, both the general and grade level/course URLs, for electronic sources of maps.

Atlases

- Comprehensive world reference atlas
- Comprehensive U.S. reference atlas
- Comprehensive state reference atlas
- Student desk atlases - classroom set

Globes

- 16 or 24 inch demonstration globe - May be a political or physical or combination globe.
- 9 inch student globes - One for every two students. May be inflatable.

Globes should:

- be appropriate for the grade level, e.g., beginner, intermediate, or advanced;
- be appropriate for the purpose of instruction, e.g., political, physical, or combination;
- be accurate and up-to-date; and
- be well constructed and sturdy.

Map Puzzles and Games

Map puzzles and games should be

- appropriate for the grade level and
- appropriate for the purpose of instruction.

COMPUTER HARDWARE

Hardware

- Computer and monitor for teacher use
- Computers and monitors for student use
- CD-ROM drive should be installed on all teacher and student computers
- Expanded memory
- Access to school network

- Access to the Internet
- Access to a computer lab for whole-class projects involving the application of technology to social studies

Printer

- An ink-jet printer for the classroom
- Easy and regular access to a laser printer for teacher and students

Presentation Hardware

- A large-screen, wall-mounted monitor for classroom presentations (If large monitors are not available, a projector should be available.)

Scanner

- Regular access to a scanner for preparing multimedia presentations.

Digital Camera

- Easy and regular access to a digital camera for preparing multimedia presentations.

SOFTWARE - GENERAL USE

Each classroom computer should be equipped with the following general use software:

- Word processing software
- Database software
- Spreadsheet software
- Graphics software
- Communications software, e.g., email, Internet, etc.
- Presentation software
- Virus detection software
- Other software as needed, e.g., software for the creation of web pages, etc.

SOFTWARE - SOCIAL STUDIES

Each classroom should be equipped with social studies software appropriate for the level of instruction and the curriculum as noted in the TEKS for Social Studies.

Examples are as follows:

- Electronic encyclopedia
- Electronic atlas
- CD-ROMs

TECHNOLOGY TOOLS

Each classroom should be equipped with the following technology tools:

- Video cassette recorder/player (VCR)
- Audio cassette recorder/player
- Compact disc player
- Large-screen, wall mounted television/monitor
- Radio
- Television
- Overhead projector

AUDIO VISUAL RESOURCES

Each classroom should be equipped with the following:

- Audio tapes
- Video tapes
- CD-ROMs
- Pictures and artifacts
- Posters, time lines, U.S. and state flags
- Bulletin boards
- Transparencies

Anyone responsible for ordering CD-ROMs should refer to the *Social Studies TEKS CD-ROM List* produced by SSCED. It provides an annotated list of CD-ROMs to support the TEKS for Social Studies and references other catalogues (see Appendix D or <<http://www.tea.state.tx.us/resources/ssced/>>).

CLASSROOM REFERENCE LIBRARY*

Each classroom should have a classroom reference library. Suggested items for the library are as follows:

- Newspapers and magazines
- Almanacs, i.e., world, U.S., and state
- Dictionaries
- Atlases
- Grammar reference books
- Encyclopedias (may be electronic or paper)
- Historical reference books
- Fiction and nonfiction references related to the curriculum

- * The well-equipped social studies classroom needs these sources in the room, in addition to having them available in the school library. Electronic versions of many of these resources are now available.

Anyone interested in using literature to integrate English language arts and reading instruction with the social studies can consult *Linking Literature with the Social Studies*, an annotated bibliography of award winning literature linked to the TEKS for Social Studies, K-12 (see Appendix D or <<http://www.tea.state.tx.us/resources/ssced/>>).

FURNITURE

Each classroom should be equipped with the following furniture:

- Dry erase boards (chalk dust can damage computers and other technology equipment in the classroom)
- Movable tables, desks, and chairs to allow flexible classroom arrangement

- Filing cabinets
- Bookcases
- Secure storage for teaching supplies and equipment

INSTRUCTIONAL SPACE

- Access to areas designed for large and small group instruction is desirable.
- Classrooms should be as barrier-free as possible in order to facilitate the movement of all children and the participation in activities by students with physical limitations.
- If the room has windows, these should be equipped with room-darkening shades.

Appendix D

Order Form for SSCED Print Resources

	Item Cost	No. Ordered	Total
SS 1 Social Studies TEKS Chart This product provides an overview of the K-12 TEKS for Social Studies in chart form.	\$2.00	_____	_____
SS 2 Social Studies TEKS Glossaries This product provides definitions of terms and dates in the TEKS.	\$10.00	_____	_____
SS 3 Social Studies TEKS Biographies This product provides short biographies of each individual included in the TEKS.	\$10.00	_____	_____
SS 4 Linking Literature with Social Studies This product is an annotated bibliography of award-winning literature linked to the Social Studies TEKS. (Can be downloaded free from the SSCED website.)	\$10.00	_____	_____
SS 5 Social Studies TEKS CD-ROM List This product is an annotated list of CD-ROM to support the Social Studies TEKS. (Can be downloaded free from the SSCED website.)	\$5.00	_____	_____
SS 6 Social Studies CD-ROM This product will include the annotated Bibliography, the CD-ROM Bibliography, the Glossary, the Biographies, and a copy of the International Pencil.	\$10.00	_____	_____
SS 7 Texas Social Studies Framework Districts can use this document in designing, implementing, and managing the TEKS for social studies.	\$10.00	_____	_____

TOTAL ORDER	_____
10% Shipping/Handling	_____
Total Amount Due	_____

Name: _____

School: _____

School Address: _____

P. O. Box: _____

City, State: _____ Zip: _____

Send check or purchase order payable to SSCED to: Attn: Edna Hurley, Education Service Center, Region VI, 3332 Montgomery Road, Huntsville, TX 77340

BEST COPY AVAILABLE

Texas Education Agency
Austin, Texas
1999





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 Office of Educational Research and Improvement
 (OERI)
 National Library of Education (NLE)
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