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World Geography Studies (One Credit), Beginning with School Year 2011-2012

Bolded material reflects added/altered in the newly adopted TEKS.

(b) Introduction.

(1) In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

(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 contemporary and historic maps of various types, satellite-produced images, photographs, graphs, map sketches, and diagrams is encouraged.

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

(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.

(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

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

(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.
(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: “We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

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

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<th>Knowledge and Skills Statement</th>
<th>World Geography</th>
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<tr>
<td><strong>WG(1) History.</strong> The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to:</td>
<td>(A) analyze the effects of physical and human geographic patterns and processes on the past and describe their impact on the present, <strong>including</strong> significant physical features and environmental conditions that influenced migration patterns and shaped the distribution of culture groups today; and (B) trace the spatial diffusion of phenomena such as the Columbian Exchange or the diffusion of American popular culture and describe the effects on regions of contact.</td>
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<tr>
<td><strong>WG(2) History.</strong> The student understands how people, places, and environments have changed over time and the effects of these changes. The student is expected to:</td>
<td>(A) describe the human and physical characteristics of the same regions at different periods of time to evaluate relationships between past events and current conditions; and (B) explain how changes in societies have led to diverse uses of physical features.</td>
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<td><strong>WG(3) Geography.</strong> The student understands how physical processes shape patterns in the physical environment. The student is expected to:</td>
<td>(A) explain weather conditions and climate in relation to annual changes in Earth-Sun relationships; (B) describe the physical processes that affect the environments of regions, <strong>including</strong> weather, tectonic forces, erosion, and soil-building processes; and (C) examine the physical processes that affect the lithosphere, atmosphere, hydrosphere, and biosphere.</td>
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<tr>
<td><strong>WG(4) Geography.</strong> The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them. The student is expected to:</td>
<td>(A) explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions; (B) describe different landforms and the physical processes that cause their development; and (C) explain the influence of climate on the distribution of biomes in different regions.</td>
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<tr>
<td><strong>WG(5) Geography.</strong> The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to:</td>
<td>(A) analyze how the character of a place is related to its political, economic, social, and cultural elements; and (B) interpret political, economic, social, and demographic indicators (gross domestic</td>
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<td>Knowledge and Skills Statement</td>
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<td>expected to:</td>
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<td><strong>product per capita, life expectancy, literacy, and infant mortality</strong> to determine the level of development and standard of living in nations using the terms Human Development Index, less developed, newly industrialized, and more developed.</td>
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<tr>
<td><strong>WG(6) Geography.</strong> The student understands the types, patterns, and processes of settlement. The student is expected to:</td>
<td>(A) locate and describe human and physical features that influence the size and distribution of settlements; and (B) explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities.</td>
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<tr>
<td><strong>WG(7) Geography.</strong> The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:</td>
<td>(A) construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends; (B) explain how political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration; (C) describe trends in world population growth and distribution; and (D) examine benefits and challenges of globalization, including connectivity, standard of living, pandemics, and loss of local culture.</td>
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<tr>
<td><strong>WG(8) Geography.</strong> The student understands how people, places, and environments are connected and interdependent. The student is expected to:</td>
<td>(A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology; (B) describe the interaction between humans and the physical environment and analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes; and (C) evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources.</td>
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<tr>
<td><strong>WG(9) Geography.</strong> The student understands the concept of region as an area of Earth's surface with related geographic characteristics. The student is expected to:</td>
<td>(A) identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region; and (B) describe different types of regions, including formal, functional, and perceptual regions.</td>
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<tr>
<td><strong>WG(10) Economics.</strong> The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to:</td>
<td>(A) describe the forces that determine the distribution of goods and services in free enterprise, socialist, and communist economic systems; (B) classify where specific countries fall along the economic spectrum between free</td>
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© 2011 Texas Education Agency/Region VI Education Service Center
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<thead>
<tr>
<th>Knowledge and Skills Statement</th>
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<td>(C) compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus commercial agriculture or cottage industries versus commercial industries; and (D) compare global trade patterns over time and examine the implications of globalization, including outsourcing and free trade zones.</td>
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<tr>
<td>Enterprise and communism;</td>
<td>(A) understand the connections between levels of development and economic activities (primary, secondary, tertiary, and quaternary); (B) identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries; and (C) assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities.</td>
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<tr>
<td>WG(11) Economics. The student understands how geography influences economic activities. The student is expected to:</td>
<td>(A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people; and (B) evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water.</td>
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<tr>
<td>WG(12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:</td>
<td>(A) interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries; and (B) compare maps of voting patterns or political boundaries to make inferences about the distribution of political power.</td>
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<tr>
<td>WG(13) Government. The student understands the spatial characteristics of a variety of global political units. The student is expected to:</td>
<td>(A) analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions; (B) compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries; and (C) analyze the human and physical factors that influence the power to control territory and resources, create conflict/war, and impact international political relations of sovereign nations such as China, the United States, Japan, and Russia and organized nation groups such as the United Nations (UN) and the European Union (EU).</td>
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<td>WG(14) Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:</td>
<td>(A) identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international</td>
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<td>WG(15) Citizenship. The student understands how different points of view influence the</td>
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<tr>
<td>development of public policies and decision-making processes on local, state, national, and international levels. The student is expected to:</td>
<td>levels; and (B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism.</td>
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<td><strong>WG(16) Culture.</strong> The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:</td>
<td>(A) describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion; (B) describe elements of culture, including language, religion, beliefs and customs, institutions, and technologies; (C) explain ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently; and (D) compare life in a variety of urban and rural areas in the world to evaluate political, economic, social, and environmental changes.</td>
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<td><strong>WG(17) Culture.</strong> The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:</td>
<td>(A) describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive; (B) describe major world religions, including animism, Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism, and their spatial distribution; (C) compare economic, political, or social opportunities in different cultures for women, ethnic and religious minorities, and other underrepresented populations; and (D) evaluate the experiences and contributions of diverse groups to multicultural societies.</td>
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<td><strong>WG(18) Culture.</strong> The student understands the ways in which cultures change and maintain continuity. The student is expected to:</td>
<td>(A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion; (B) assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism; (C) identify examples of cultures that maintain traditional ways, including traditional economies; and (D) evaluate the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, U.S.-based fast-food franchises, the English language, technology, or global sports.</td>
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<td><strong>WG(19) Science, technology, and society.</strong></td>
<td>(A) evaluate the significance of major technological innovations in the areas of</td>
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<td>The student understands the impact of technology and human modifications on the physical environment. The student is expected to:</td>
<td><strong>transportation</strong> and <strong>energy</strong> that have been used to modify the physical environment; (B) analyze ways technological innovations such as air conditioning and desalinization have allowed humans to adapt to places; and (C) examine the environmental, economic, and social impacts of advances in technology on agriculture and natural resources.</td>
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<td><strong>WG(20)</strong> Science, technology, and society. The student understands how <strong>current</strong> technology affects <strong>human interaction</strong>. The student is expected to:</td>
<td>(A) describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS); and (B) examine the economic, environmental, and social effects of technology such as medical advancements or changing trade patterns on societies at different levels of development.</td>
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<td><strong>WG(21)</strong> Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of <strong>valid</strong> sources, including electronic technology. The student is expected to:</td>
<td>(A) analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps; (B) locate places of contemporary geopolitical significance on a map; and (C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change.</td>
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<td><strong>WG(22)</strong> Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</td>
<td>(A) design and draw appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships; (B) generate summaries, generalizations, and thesis statements supported by evidence; (C) use geographic terminology correctly; (D) use standard grammar, spelling, sentence structure, and punctuation; and (E) create original work using proper citations and understanding and avoiding plagiarism.</td>
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<td><strong>WG(23)</strong> Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</td>
<td>(A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results; (B) use case studies and GIS to identify contemporary challenges and to answer real-world questions; and (C) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and</td>
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<td>implement a solution, and evaluate the effectiveness of the solution.</td>
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# Social Studies TEKS Terminology - World Geography

Words are listed where they first appear. This is not an exhaustive list.

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<td>Formal, functional, and perceptual regions</td>
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Big Ideas
and
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### Examples of Big Ideas of the TEKS: Middle School

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<td>14(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music</td>
<td>17(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music</td>
<td>18(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music</td>
<td>17(A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources</td>
<td>21(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas</td>
<td>24(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States</td>
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<td>14(B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts</td>
<td>17(B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts</td>
<td>18(B) obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts</td>
<td>21(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</td>
<td>24(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</td>
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<td>14(C) sequence and categorize information</td>
<td>17(C) sequence and categorize information</td>
<td>18(D) sequence and categorize information</td>
<td>17(B) sequence and categorize information</td>
<td>21(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</td>
<td>24(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</td>
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<td>18(C) use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate</td>
<td>17(D) use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate</td>
<td>21(E) use appropriate mathematical skills to interpret social studies information such as maps and graphs</td>
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| 18(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting | 17(C) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting | 21(D) identify different points of view about an issue, topic, historical event, or current event | 24(D) identify different points of view about an issue, topic, or current event |

| 17(E) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps |         |         | 24(E) identify the historical context of an event |

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<tr>
<th>Communication Skills</th>
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</tr>
</thead>
<tbody>
<tr>
<td>15(A) express ideas orally based on knowledge and experiences</td>
<td>18(A) express ideas orally based on knowledge and experiences</td>
<td>19(A) express ideas orally based on knowledge and experiences</td>
<td>18(A) express ideas orally based on knowledge and experiences</td>
<td>22(C) express ideas orally based on research and experiences</td>
<td>25(C) express ideas orally based on research and experiences</td>
</tr>
</tbody>
</table>

| 22(A) use social studies terminology correctly | 25(A) use social studies terminology correctly |         |         |         |         |

<p>| 22(B) incorporate main and supporting ideas in verbal and written communication | 25(B) incorporate main and supporting ideas in verbal and written communication |         |         |         |         |</p>
<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>15(B) create and interpret visuals, including pictures and maps</td>
<td>18(B) create and interpret visual and written material</td>
<td>19(B) create written and visual material such as stories, poems, maps, and graphic organizers to express ideas</td>
<td>18(B) use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas</td>
<td>22(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</td>
<td>25(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</td>
</tr>
</tbody>
</table>

**Problem Solving and Decision Making**

| 16(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution | 19(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution | 20(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution | 19(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution | 23(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution | 26(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution |
| 16(B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision | 19(B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision | 20(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision | 19(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision | 23(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision | 26(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision |
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<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Thinking Skills</strong></td>
<td><strong>Critical Thinking Skills</strong></td>
<td><strong>Critical Thinking Skills</strong></td>
</tr>
<tr>
<td>21(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about various world cultures</td>
<td>21(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas</td>
<td>29(A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States</td>
</tr>
<tr>
<td>21(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</td>
<td>21(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</td>
<td>29(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</td>
</tr>
<tr>
<td>21(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</td>
<td>21(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</td>
<td>29(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</td>
</tr>
<tr>
<td>21(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs</td>
<td>21(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs</td>
<td>29(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs</td>
</tr>
<tr>
<td>21(D) identify different points of view about an issue, or current topic</td>
<td>21(D) identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants</td>
<td>29(D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants</td>
</tr>
<tr>
<td>21(E) identify the elements of frame of reference that influenced participants in an event</td>
<td>21(E) support a point of view on a social studies issue or event</td>
<td>29(E) support a point of view on a social studies issue or event</td>
</tr>
<tr>
<td>21(F) identify bias in written, oral, and visual material</td>
<td>29(F) identify bias in written, oral, and visual material</td>
<td></td>
</tr>
<tr>
<td>21(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author</td>
<td>29(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author</td>
<td></td>
</tr>
<tr>
<td>Grade 6</td>
<td>Grade 7</td>
<td>Grade 8</td>
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</tr>
<tr>
<td>29(I) create thematic maps, graphs, charts, models, and databases representing various aspects of the United States</td>
<td></td>
<td>29(J) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases</td>
</tr>
<tr>
<td><strong>Communication Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22(A) use social studies terminology correctly</td>
<td>22(A) use social studies terminology correctly</td>
<td>30(A) use social studies terminology correctly</td>
</tr>
<tr>
<td>22(B) incorporate main and supporting ideas in verbal and written communication based on research</td>
<td>22(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate</td>
<td>30(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate</td>
</tr>
<tr>
<td>21(C) express ideas orally based on research and experiences</td>
<td></td>
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</tr>
<tr>
<td>22(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research</td>
<td>22(D) create written, oral, and visual presentations of social studies information</td>
<td>30(D) create written, oral, and visual presentations of social studies information</td>
</tr>
<tr>
<td>22(E) use standard grammar, spelling, sentence structure, and punctuation</td>
<td>22(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources</td>
<td>30(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources</td>
</tr>
<tr>
<td>22(F) use proper citations to avoid plagiarism</td>
<td></td>
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</tr>
<tr>
<td><strong>Problem Solving and Decision Making</strong></td>
<td></td>
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</tr>
<tr>
<td>23(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</td>
<td>23(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</td>
<td>31(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</td>
</tr>
<tr>
<td>23(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision</td>
<td>23(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision</td>
<td>31(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision</td>
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</tbody>
</table>
## Social Studies Skills: High School

<table>
<thead>
<tr>
<th>US History</th>
<th>World History</th>
<th>World Geography</th>
<th>Government</th>
<th>Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>29(A)</strong> use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions</td>
<td><strong>29(C)</strong> explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view</td>
<td><strong>21(A)</strong> analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps</td>
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<tr>
<td><strong>29(B)</strong> analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</td>
<td><strong>29(F)</strong> analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time</td>
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<tr>
<td><strong>29(C)</strong> understand how historians interpret the past (historiography) and how their interpretations of history may change over time</td>
<td><strong>29(B)</strong> explain how historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical events</td>
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<tr>
<td><strong>29(D)</strong> use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence</td>
<td><strong>29(A)</strong> identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence</td>
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<tr>
<td><strong>29(G)</strong> identify and support with historical evidence a point of view on a social studies issue or event</td>
<td><strong>29(G)</strong> construct a thesis on a social studies issue or event supported by evidence</td>
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<tr>
<td><strong>20(A)</strong> analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</td>
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<tr>
<td><strong>21(B)</strong> create economic models, including production-possibilities curves, circular-flow charts, and supply-and-demand graphs, to analyze economic concepts or issues</td>
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<tr>
<td><strong>21(C)</strong> explain a point of view on an economic issue</td>
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</tbody>
</table>

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<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>29(F) identify bias in written, oral, and visual material</td>
<td>29(E) identify bias in written, oral, and visual material</td>
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</tr>
<tr>
<td>29(E) evaluate the validity of a source based on language, corroboration with other sources, and information about the author, including points of view, frames of reference, and historical context</td>
<td>29(C) evaluate the validity of a source based on language, corroboration with other sources, and information about the author</td>
<td></td>
<td>20(D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference</td>
<td>21(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference</td>
</tr>
<tr>
<td>29(H) use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons</td>
<td>29(H) use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs</td>
<td></td>
<td>20(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs</td>
<td>21(F) use appropriate mathematical skills to interpret economic information</td>
</tr>
<tr>
<td></td>
<td>21(C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change</td>
<td></td>
<td>20(B) create a product on a contemporary government issue or topic using critical methods of inquiry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>21(B) locate places of contemporary geopolitical significance on a map</td>
<td>20(E) evaluate government data using charts, tables, graphs, and maps</td>
<td>21(E) evaluate economic data using charts, tables, graphs, and maps</td>
<td></td>
</tr>
<tr>
<td>30(B) use correct social studies terminology to explain historical concepts</td>
<td>30(A) use social studies terminology correctly</td>
<td>22(C) use geographic terminology correctly</td>
<td>21(A) use social studies terminology correctly</td>
<td>22(A) use economic-related terminology correctly</td>
</tr>
<tr>
<td>30(B) use standard grammar, spelling, sentence structure, and punctuation</td>
<td>22(D) use standard grammar, spelling, sentence structure, and punctuation</td>
<td>21(B) use standard grammar, spelling, sentence structure, and punctuation</td>
<td>22(B) use standard grammar, spelling, sentence structure, and punctuation</td>
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<tr>
<td>30(C) use different forms of media to convey information, including written to visual and statistical to written or visual, using available computer software as appropriate</td>
<td>30(D) transfer information from one medium to another</td>
<td>22(A) design and draw appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships</td>
<td>21(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate</td>
<td>22(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate</td>
</tr>
<tr>
<td>30(A) create written, oral, and visual presentations of social studies information</td>
<td>30(C) interpret and create written, oral, and visual presentations of social studies information</td>
<td>22(B) generate summaries, generalizations, and thesis statements supported by evidence</td>
<td>21(D) create written, oral, and visual presentations of social studies information</td>
<td>22(D) create written, oral, and visual presentations of economic information</td>
</tr>
<tr>
<td>22(E) create original work using proper citations and understanding and avoiding plagiarism</td>
<td></td>
<td>22(E) create original work using proper citations and understanding and avoiding plagiarism</td>
<td></td>
<td>22(E) attribute ideas and information to source materials and authors</td>
</tr>
</tbody>
</table>

**Geographic Skills**

| 31(A) create thematic maps, graphs, and charts representing various aspects of the United States | | | | |
| 31(B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases | | | | |

**Problem Solving and Decision Making**

<p>| 32(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution | 31(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution | 23(A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results | 22(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution | 23(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>32(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision</td>
<td>31(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision</td>
<td>23(C) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</td>
<td>22(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision</td>
<td>23(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision</td>
</tr>
<tr>
<td>23(B) use case studies and GIS to identify contemporary challenges and to answer real-world questions</td>
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Social studies is a way of knowing

The ability to be a thoughtful analyst

and interpreter of social events is at the heart of what it takes to succeed in college social studies courses.

But it begins at home.

Social studies as a way of knowing

These Standards
Understanding and Using Social Studies

Concerns

In order to develop the skills that allow students to understand, analyze, and evaluate social and cultural trends in the world, students need to possess a broad perspective, understand the consequences of forces that affect society, and develop a critical appreciation of the ideas and values that shape the world. This involves developing an understanding of the historical context of the social and cultural trends that are present in society today. Students need to be able to identify the causes and effects of social and cultural trends, as well as to evaluate the impact of these trends on society. This involves developing an understanding of the principles and values that underlie social and cultural trends, as well as to evaluate the impact of these trends on society. This involves developing an understanding of the principles and values that underlie social and cultural trends, as well as to evaluate the impact of these trends on society.

Social Studies Standards

The Social Studies Standards are designed to help students develop these skills. The standards are organized around five key areas: History, Civics and Government, Economics, Geography, and Psychology. Each of these areas is designed to help students understand the world around them and to develop the skills they need to succeed in college social studies courses.
1. Interrelated Disciplines

- Social Studies Standards

2. Preparation and Grounded Reasoning

- The development of human capabilities

3. Understanding and critical thinking

4. Application of skills in real world problems

5. Analysis and interpretation of textual and visual data

6. Communication and collaboration

7. Problem-solving and decision-making

8. Historical and cultural awareness
III. Interdependence

6. Analyze how individual and group identities are
   and interactions with them
   - Define the concept of socioeconomic status

5. Explain the significance of human behavior and
   - Understand human behavior and other social patterns
   - Use statistical data to make generalizations

4. Explain how modern philosophy and
   - Analyze and interpret historical events
   - Understand the difference between a

3. Compare and contrast different sources of information
   - Understand the difference between a
   - Use statistical data to make generalizations

2. Develop and compare different sources of information
   - Understand the difference between a
   - Use statistical data to make generalizations

1. Develop and compare different sources of information
   - Understand the difference between a
   - Use statistical data to make generalizations

IV. Diverse Human Perspectives

1. Diverse human perspectives
   - Consider cultural, social, and political influences
   - Analyze and interpret historical events
   - Understand the difference between a

2. Analyze the impact of globalization on diversity
   - Consider cultural, social, and political influences
   - Analyze and interpret historical events

3. Globalization of education and training
   - Consider cultural, social, and political influences
   - Analyze and interpret historical events

4. Globalization of economy and culture
   - Consider cultural, social, and political influences
   - Analyze and interpret historical events

V. Multicultural Societies

1. Diverse cultures
   - Consider cultural, social, and political influences
   - Analyze and interpret historical events

2. Analyze the impact of globalization on diversity
   - Consider cultural, social, and political influences
   - Analyze and interpret historical events

3. Globalization of education and training
   - Consider cultural, social, and political influences
   - Analyze and interpret historical events

4. Globalization of economy and culture
   - Consider cultural, social, and political influences
   - Analyze and interpret historical events

VI. Analyzing, Synthesizing, and Evaluating

1. Analyzing, synthesizing, and evaluating
   - Consider cultural, social, and political influences
   - Analyze and interpret historical events

2. Analyze the impact of globalization on diversity
   - Consider cultural, social, and political influences
   - Analyze and interpret historical events

3. Globalization of education and training
   - Consider cultural, social, and political influences
   - Analyze and interpret historical events

4. Globalization of economy and culture
   - Consider cultural, social, and political influences
   - Analyze and interpret historical events

VII. Sociocultural Standards

1. Sociocultural Standards
   - Consider cultural, social, and political influences
   - Analyze and interpret historical events

2. Analyze the impact of globalization on diversity
   - Consider cultural, social, and political influences
   - Analyze and interpret historical events

3. Globalization of education and training
   - Consider cultural, social, and political influences
   - Analyze and interpret historical events

4. Globalization of economy and culture
   - Consider cultural, social, and political influences
   - Analyze and interpret historical events
Understand and Using The Cross-Disciplinary Standards

The cross-disciplinary standards are organized into two major areas: Key Cognitive Skills and Foundation Skills. The Key Cognitive Skills are used to develop and transfer high school students' understanding and applying research, problem solving, and reasoning. The Foundation Skills, on the other hand, are based on the specific needs of the subject areas and are used to develop and apply students' understanding of the subject matter in a cross-disciplinary context.

The cross-disciplinary standards are organized into four sub-areas: Mathematics, Science, English Language Arts, and Social Studies. Each sub-area contains a set of standards that focus on specific cognitive skills and foundation skills. These standards are designed to help students develop a deeper understanding of the subject matter and to apply their knowledge across different contexts.

The cross-disciplinary standards are based on the Texas Essential Knowledge and Skills (TEKS) and are designed to prepare students for college and career readiness. The TEKS are organized into domains that focus on the major areas of study, and the cross-disciplinary standards are designed to help students develop the skills necessary to succeed in these areas.

The cross-disciplinary standards are also designed to help students develop critical thinking skills, problem-solving skills, and the ability to work collaboratively with others. These skills are essential for success in higher education and in the workforce.

The cross-disciplinary standards are designed to be flexible and adaptable, allowing teachers to use them in a variety of ways to meet the needs of their students. The standards are also designed to be aligned with the TEKS, ensuring that students are prepared for success in college and career.
II. Foundational Skills

A. Reading Across the Curriculum

- Identify the key information and supporting details.
- Use text evidence to support inferences, judgments, and conclusions.
- Determine the intended purpose and audience of the text.
- Use visual and graphic elements to enhance understanding.
- Use strategies to find and analyze text information.

B. Writing Across the Curriculum

1. Develop a focused and informative text to express themselves clearly.
2. Use standard English conventions for conventions, including capitalization, punctuation, and spelling.
3. Use effective organizational patterns and strategies to develop arguments.
4. Support ideas and conclusions with specific details and examples.
5. Provide a concluding statement that summarizes the main points of the text.

C. Academic Behavior

1. Solve problems in a logical and systematic manner.
2. Use a variety of strategies to organize and present ideas.
3. Use text evidence to support inferences, judgments, and conclusions.
4. Use effective organizational patterns and strategies to develop arguments.
5. Support ideas and conclusions with specific details and examples.

D. Academic Language

1. Use standard English conventions for conventions, including capitalization, punctuation, and spelling.
2. Use effective organizational patterns and strategies to develop arguments.
3. Support ideas and conclusions with specific details and examples.
4. Use a variety of strategies to organize and present ideas.
5. Solve problems in a logical and systematic manner.

E. Work Habits

1. Demonstrate good work habits.
2. Use effective organizational patterns and strategies to develop arguments.
3. Support ideas and conclusions with specific details and examples.
4. Use a variety of strategies to organize and present ideas.
5. Solve problems in a logical and systematic manner.

F. Academic Integrity

1. Demonstrate good work habits.
2. Use effective organizational patterns and strategies to develop arguments.
3. Support ideas and conclusions with specific details and examples.
4. Use a variety of strategies to organize and present ideas.
5. Solve problems in a logical and systematic manner.

G. Critical Thinking

1. Use standard English conventions for conventions, including capitalization, punctuation, and spelling.
2. Use effective organizational patterns and strategies to develop arguments.
3. Support ideas and conclusions with specific details and examples.
4. Use a variety of strategies to organize and present ideas.
5. Solve problems in a logical and systematic manner.

H. Collaboration

1. Use standard English conventions for conventions, including capitalization, punctuation, and spelling.
2. Use effective organizational patterns and strategies to develop arguments.
3. Support ideas and conclusions with specific details and examples.
4. Use a variety of strategies to organize and present ideas.
5. Solve problems in a logical and systematic manner.

I. Research Across the Curriculum

1. Use standard English conventions for conventions, including capitalization, punctuation, and spelling.
2. Use effective organizational patterns and strategies to develop arguments.
3. Support ideas and conclusions with specific details and examples.
4. Use a variety of strategies to organize and present ideas.
5. Solve problems in a logical and systematic manner.

J. Technology

1. Use standard English conventions for conventions, including capitalization, punctuation, and spelling.
2. Use effective organizational patterns and strategies to develop arguments.
3. Support ideas and conclusions with specific details and examples.
4. Use a variety of strategies to organize and present ideas.
5. Solve problems in a logical and systematic manner.
§74.4. English Language Proficiency Standards.

(a) Introduction.

(1) The English language proficiency standards in this section outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts shall implement this section as an integral part of each subject in the required curriculum. The English language proficiency standards are to be published along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum.

(2) In order for ELLs to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the English needed for daily social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings.

(3) Classroom instruction that effectively integrates second language acquisition with quality content area instruction ensures that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential.

(4) Effective instruction in second language acquisition involves giving ELLs opportunities to listen, speak, read, and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and are expected to speak and write.

(5) The cross-curricular second language acquisition skills in subsection (c) of this section apply to ELLs in Kindergarten-Grade 12.

(6) The English language proficiency levels of beginning, intermediate, advanced, and advanced high are not grade-specific. ELLs may exhibit different proficiency levels within the language domains of listening, speaking, reading, and writing. The proficiency level descriptors outlined in subsection (d) of this section show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help content area teachers instruct ELLs commensurate with students' linguistic needs.

(b) School district responsibilities. In fulfilling the requirements of this section, school districts shall:

(1) identify the student's English language proficiency levels in the domains of listening, speaking, reading, and writing in accordance with the proficiency level descriptors for the beginning, intermediate, advanced, and advanced high levels delineated in subsection (d) of this section;

(2) provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum;

(3) provide content-based instruction including the cross-curricular second language acquisition essential knowledge and skills in subsection (c) of this section in a manner that is linguistically accommodated to help the student acquire English language proficiency; and
(4) provide intensive and ongoing foundational second language acquisition instruction to ELLs in Grade 3 or higher who are at the beginning or intermediate level of English language proficiency in listening, speaking, reading, and/or writing as determined by the state's English language proficiency assessment system. These ELLs require focused, targeted, and systematic second language acquisition instruction to provide them with the foundation of English language vocabulary, grammar, syntax, and English mechanics necessary to support content-based instruction and accelerated learning of English.

(c) Cross-curricular second language acquisition essential knowledge and skills.

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

(A) use prior knowledge and experiences to understand meanings in English;

(B) monitor oral and written language production and employ self-corrective techniques or other resources;

(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary;

(D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known);

(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment;

(F) use accessible language and learn new and essential language in the process;

(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations; and

(H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or
advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

(A) distinguish sounds and intonation patterns of English with increasing ease;

(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters;

(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;

(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;

(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language;

(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment;

(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;

(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations; and

(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.

(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible;
(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication;

(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;

(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;

(E) share information in cooperative learning interactions;

(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments;

(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;

(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired;

(I) adapt spoken language appropriately for formal and informal purposes; and

(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.

(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:

(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words;

(B) recognize directionality of English reading such as left to right and top to bottom;
(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;

(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;

(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned;

(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language;

(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs;

(H) read silently with increasing ease and comprehension for longer periods;

(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs;

(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs; and

(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.

(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:

(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English;
(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary;

(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;

(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;

(E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:
   (i) using correct verbs, tenses, and pronouns/antecedents;
   (ii) using possessive case (apostrophe s) correctly; and
   (iii) using negatives and contractions correctly;

(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired; and

(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

d) Proficiency level descriptors.

(1) Listening, Kindergarten-Grade 12. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. The following proficiency level descriptors for listening are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

   (A) Beginning. Beginning ELLs have little or no ability to understand spoken English in academic and social settings. These students:

   (i) struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports such as visuals, slower speech and other verbal cues, and gestures;

   (ii) struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELLs; and
(iii) may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues.

(B) Intermediate. Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings. These students:

(i) usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations such as visuals, slower speech and other verbal cues, simplified language, gestures, and preteaching to preview or build topic-related vocabulary;

(ii) often identify and distinguish key words and phrases necessary to understand the general meaning during social and basic instructional interactions that have not been intentionally modified for ELLs; and

(iii) have the ability to seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech.

(C) Advanced. Advanced ELLs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings. These students:

(i) usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding;

(ii) understand most main points, most important details, and some implicit information during social and basic instructional interactions that have not been intentionally modified for ELLs; and

(iii) occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear.

(D) Advanced high. Advanced high ELLs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings. These students:

(i) understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used;

(ii) understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions; and
(iii) rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear.

(2) Speaking, Kindergarten-Grade 12. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. The following proficiency level descriptors for speaking are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

(A) Beginning. Beginning ELLs have little or no ability to speak English in academic and social settings. These students:

(i) mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in their attempts to communicate;

(ii) speak using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts;

(iii) lack the knowledge of English grammar necessary to connect ideas and speak in sentences; can sometimes produce sentences using recently practiced, memorized, or highly familiar material;

(iv) exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material; and

(v) typically use pronunciation that significantly inhibits communication.

(B) Intermediate. Intermediate ELLs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings. These students:

(i) are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning;

(ii) speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail;

(iii) exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense;

(iv) exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English; and
(v) use pronunciation that can usually be understood by people accustomed to interacting with ELLs.

(C) Advanced. Advanced ELLs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings. These students:

(i) are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning;

(ii) discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics;

(iii) have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features;

(iv) make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions; and

(v) may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELLs.

(D) Advanced high. Advanced high ELLs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings. These students:

(i) are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses;

(ii) communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers;

(iii) can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers;

(iv) make few second language acquisition errors that interfere with overall communication; and

(v) may mispronounce words, but rarely use pronunciation that interferes with overall communication.
(3) Reading, Kindergarten-Grade 1. ELLs in Kindergarten and Grade 1 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. The following proficiency level descriptors for reading are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction and should take into account developmental stages of emergent readers.

(A) Beginning. Beginning ELLs have little or no ability to use the English language to build foundational reading skills. These students:

(i) derive little or no meaning from grade-appropriate stories read aloud in English, unless the stories are:
   (I) read in short "chunks;"
   (II) controlled to include the little English they know such as language that is high frequency, concrete, and recently practiced; and
   (III) accompanied by ample visual supports such as illustrations, gestures, pantomime, and objects and by linguistic supports such as careful enunciation and slower speech;

(ii) begin to recognize and understand environmental print in English such as signs, labeled items, names of peers, and logos; and

(iii) have difficulty decoding most grade-appropriate English text because they:
   (I) understand the meaning of very few words in English; and
   (II) struggle significantly with sounds in spoken English words and with sound-symbol relationships due to differences between their primary language and English.

(B) Intermediate. Intermediate ELLs have a limited ability to use the English language to build foundational reading skills. These students:

(i) demonstrate limited comprehension (key words and general meaning) of grade-appropriate stories read aloud in English, unless the stories include:
   (I) predictable story lines;
   (II) highly familiar topics;
   (III) primarily high-frequency, concrete vocabulary;
(IV) short, simple sentences; and

(V) visual and linguistic supports;

(ii) regularly recognize and understand common environmental print in English such as signs, labeled items, names of peers, logos; and

(iii) have difficulty decoding grade-appropriate English text because they:

(I) understand the meaning of only those English words they hear frequently; and

(II) struggle with some sounds in English words and some sound-symbol relationships due to differences between their primary language and English.

(C) Advanced. Advanced ELLs have the ability to use the English language, with second language acquisition support, to build foundational reading skills. These students:

(i) demonstrate comprehension of most main points and most supporting ideas in grade-appropriate stories read aloud in English, although they may still depend on visual and linguistic supports to gain or confirm meaning;

(ii) recognize some basic English vocabulary and high-frequency words in isolated print; and

(iii) with second language acquisition support, are able to decode most grade-appropriate English text because they:

(I) understand the meaning of most grade-appropriate English words; and

(II) have little difficulty with English sounds and sound-symbol relationships that result from differences between their primary language and English.

(D) Advanced high. Advanced high ELLs have the ability to use the English language, with minimal second language acquisition support, to build foundational reading skills. These students:

(i) demonstrate, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, comprehension of main points and supporting ideas (explicit and implicit) in grade-appropriate stories read aloud in English;

(ii) with some exceptions, recognize sight vocabulary and high-frequency words to a degree nearly comparable to that of native English-speaking peers; and
(iii) with minimal second language acquisition support, have an ability to decode and understand grade-appropriate English text at a level nearly comparable to native English-speaking peers.

(4) Reading, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. The following proficiency level descriptors for reading are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

(A) Beginning. Beginning ELLs have little or no ability to read and understand English used in academic and social contexts. These students:

(i) read and understand the very limited recently practiced, memorized, or highly familiar English they have learned; vocabulary predominantly includes:

(I) environmental print;

(II) some very high-frequency words; and

(III) concrete words that can be represented by pictures;

(ii) read slowly, word by word;

(iii) have a very limited sense of English language structures;

(iv) comprehend predominantly isolated familiar words and phrases; comprehend some sentences in highly routine contexts or recently practiced, highly familiar text;

(v) are highly dependent on visuals and prior knowledge to derive meaning from text in English; and

(vi) are able to apply reading comprehension skills in English only when reading texts written for this level.

(B) Intermediate. Intermediate ELLs have the ability to read and understand simple, high-frequency English used in routine academic and social contexts. These students:

(i) read and understand English vocabulary on a somewhat wider range of topics and with increased depth; vocabulary predominantly includes:

(I) everyday oral language;
(II) literal meanings of common words;

(III) routine academic language and terms; and

(IV) commonly used abstract language such as terms used to describe basic feelings;

(ii) often read slowly and in short phrases; may re-read to clarify meaning;

(iii) have a growing understanding of basic, routinely used English language structures;

(iv) understand simple sentences in short, connected texts, but are dependent on visual cues, topic familiarity, prior knowledge, pretaught topic-related vocabulary, story predictability, and teacher/peer assistance to sustain comprehension;

(v) struggle to independently read and understand grade-level texts; and

(vi) are able to apply basic and some higher-order comprehension skills when reading texts that are linguistically accommodated and/or simplified for this level.

(C) Advanced. Advanced ELLs have the ability to read and understand, with second language acquisition support, grade-appropriate English used in academic and social contexts. These students:

(i) read and understand, with second language acquisition support, a variety of grade-appropriate English vocabulary used in social and academic contexts:

(I) with second language acquisition support, read and understand grade-appropriate concrete and abstract vocabulary, but have difficulty with less commonly encountered words;

(II) demonstrate an emerging ability to understand words and phrases beyond their literal meaning; and

(III) understand multiple meanings of commonly used words;

(ii) read longer phrases and simple sentences from familiar text with appropriate rate and speed;

(iii) are developing skill in using their growing familiarity with English language structures to construct meaning of grade-appropriate text; and
(iv) are able to apply basic and higher-order comprehension skills when reading grade-appropriate text, but are still occasionally dependent on visuals, teacher/peer assistance, and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.

(D) Advanced high. Advanced high ELLs have the ability to read and understand, with minimal second language acquisition support, grade-appropriate English used in academic and social contexts. These students:

(i) read and understand vocabulary at a level nearly comparable to that of their native English-speaking peers, with some exceptions when low-frequency or specialized vocabulary is used;

(ii) generally read grade-appropriate, familiar text with appropriate rate, speed, intonation, and expression;

(iii) are able to, at a level nearly comparable to native English-speaking peers, use their familiarity with English language structures to construct meaning of grade-appropriate text; and

(iv) are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, basic and higher-order comprehension skills when reading grade-appropriate text.

(5) Writing, Kindergarten-Grade 1. ELLs in Kindergarten and Grade 1 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. The following proficiency level descriptors for writing are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction and should take into account developmental stages of emergent writers.

(A) Beginning. Beginning ELLs have little or no ability to use the English language to build foundational writing skills. These students:

(i) are unable to use English to explain self-generated writing such as stories they have created or other personal expressions, including emergent forms of writing (pictures, letter-like forms, mock words, scribbling, etc.);

(ii) know too little English to participate meaningfully in grade-appropriate shared writing activities using the English language;

(iii) cannot express themselves meaningfully in self-generated, connected written text in English beyond the level of high-frequency, concrete words, phrases, or short sentences that have been recently practiced and/or memorized; and

(iv) may demonstrate little or no awareness of English print conventions.

(B) Intermediate. Intermediate ELLs have a limited ability to use the English language to build foundational writing skills. These students:
(i) know enough English to explain briefly and simply self-generated writing, including emergent forms of writing, as long as the topic is highly familiar and concrete and requires very high-frequency English;

(ii) can participate meaningfully in grade-appropriate shared writing activities using the English language only when the writing topic is highly familiar and concrete and requires very high-frequency English;

(iii) express themselves meaningfully in self-generated, connected written text in English when their writing is limited to short sentences featuring simple, concrete English used frequently in class; and

(iv) frequently exhibit features of their primary language when writing in English such as primary language words, spelling patterns, word order, and literal translating.

(C) Advanced. Advanced ELLs have the ability to use the English language to build, with second language acquisition support, foundational writing skills. These students:

(i) use predominantly grade-appropriate English to explain, in some detail, most self-generated writing, including emergent forms of writing;

(ii) can participate meaningfully, with second language acquisition support, in most grade-appropriate shared writing activities using the English language;

(iii) although second language acquisition support is needed, have an emerging ability to express themselves in self-generated, connected written text in English in a grade-appropriate manner; and

(iv) occasionally exhibit second language acquisition errors when writing in English.

(D) Advanced high. Advanced high ELLs have the ability to use the English language to build, with minimal second language acquisition support, foundational writing skills. These students:

(i) use English at a level of complexity and detail nearly comparable to that of native English-speaking peers when explaining self-generated writing, including emergent forms of writing;

(ii) can participate meaningfully in most grade-appropriate shared writing activities using the English language; and

(iii) although minimal second language acquisition support may be needed, express themselves in self-generated, connected written text in English in a manner nearly comparable to their native English-speaking peers.
(6) Writing, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. The following proficiency level descriptors for writing are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

(A) Beginning. Beginning ELLs lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully. These students:

(i) have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;

(ii) lack the English necessary to develop or demonstrate elements of grade-appropriate writing such as focus and coherence, conventions, organization, voice, and development of ideas in English; and

(iii) exhibit writing features typical at this level, including:

(I) ability to label, list, and copy;

(II) high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate;

(III) present tense used primarily; and

(IV) frequent primary language features (spelling patterns, word order, literal translations, and words from the student's primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of ELLs.

(B) Intermediate. Intermediate ELLs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way. These students:

(i) have a limited ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;

(ii) are limited in their ability to develop or demonstrate elements of grade-appropriate writing in English; communicate best when topics are highly familiar and concrete, and require simple, high-frequency English; and

(iii) exhibit writing features typical at this level, including:
(I) simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English;

(II) high-frequency vocabulary; academic writing often has an oral tone;

(III) loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning;

(IV) repetition of ideas due to lack of vocabulary and language structures;

(V) present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies;

(VI) undetailed descriptions, explanations, and narrations; difficulty expressing abstract ideas;

(VII) primary language features and errors associated with second language acquisition may be frequent; and

(VIII) some writing may be understood only by individuals accustomed to the writing of ELLs; parts of the writing may be hard to understand even for individuals accustomed to ELL writing.

(C) Advanced. Advanced ELLs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed. These students:

(i) are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;

(ii) know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar; and

(iii) exhibit writing features typical at this level, including:

(I) grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns;

(II) emerging grade-appropriate vocabulary; academic writing has a more academic tone;

(III) use of a variety of common cohesive devices, although some redundancy may occur;
(IV) narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required;

(V) occasional second language acquisition errors; and

(VI) communications are usually understood by individuals not accustomed to the writing of ELLs.

(D) Advanced high. Advanced high ELLs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support. These students:

(i) are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction;

(ii) know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English; and

(iii) exhibit writing features typical at this level, including:

(I) nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary;

(II) occasional difficulty with naturalness of phrasing and expression; and

(III) errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication.

(e) Effective date. The provisions of this section supersede the ESL standards specified in Chapter 128 of this title (relating to Texas Essential Knowledge and Skills for Spanish Language Arts and English as a Second Language) upon the effective date of this section.

Source: The provisions of this §74.4 adopted to be effective December 25, 2007, 32 TexReg 9615.
and society, and social studies skills. The content is applicable for the grade level of
history, geography, economics, government, civics, science, technology. Throughout social studies in Kindergarten-Grade 7, students build a foundation in

(4) Students identify the role of the UNESCO system within the parameters of the

Illustrative examples

mastered, while those containing the phrase "such as" are intended as possible

Studies common from the various disciplines and critical-thinking skills: are taught

studies contain from the various disciplines and critical-thinking skills are taught

of understanding of complex content material can be achieved when integrated social

(3) The eight strands of the social studies framework and skills for social studies are

designed to encourage.

victory. Writing, reading, research, and graphic organizers. Teachers, students, and

(2) Support the learning of the social studies knowledge and skills, the use of a variety of

problem-solving and decision-making skills to ask and answer geographic questions.

technology and human modifications on the physical environment. Students use

the need to protect the environment and the concept of region. Students analyze the location of

students construct the characteristics of regions and analyze the impact of

environmental and the concept of region. Students analyze the location of

and development of the physical environment. A significant portion of the

the location of the regional, regional, and international scales from the spatial and ecological

enlarge and present, with emphasis on comparable issues. A significant portion of the

and population distribution trends on the regional, geopolitical, and geographic

the past and present. Geographic phenomena, such as the influence of geography on

students examine people, places, and environments at

(1) In world geography, students examine people, places, and environments at

School Year 2011-2012

Grade 3: World Geography Studies (One Credit)

Beginning with
(5) Trace the spatial diffusion of a phenomenon and describe the effects on culture groups today, and
link increased migration patterns of the past and shaped the distribution of environments, including significant physical features and environmental conditions.
(6) Present on a map, in the past and present, their regional impact on the present
processes of change in the past and describe their regional impact on the present.
(a) Analyze the effects of physical and human geographic patterns and
and helped to shape the present. The student is expected to:

(1) History. The student understands how geographic concepts (the geography of places
and regions) change over time and understand the interrelationships that exist in the
past (and process) and process of spatial exchange (diffusion) influenced events in the past.

(c) Knowledge and skills.

(6) Students identify and discuss how the actions of U.S. citizens and the local state,

(5) Government, the formulation of the Constitution and the women's suffrage movement

(7) State and federal laws mandate a variety of celebrations and observances, including

(8) Texas Education Agency/Region VI Education Service Center
(c) explain the influence of climate on the distribution of plants and animals in different regions of the world, using the relationships among

Factors: ocean currents, position on a continent, and mountain barriers

(c) describe different landscapes and the physical processes that produce them. The student is expected to:

produce them. The student is expected to:

(c) examine the physical processes that affect the lithosphere, atmosphere,
hydrosphere, and biosphere.

(c) describe physical environments of regions and the physical processes that

in relation to annual changes in Earth's position and climate and

in relation to annual changes in Earth's position and climate and

(c) examine the physical processes that affect the lithosphere, atmosphere,
hydrosphere, and biosphere.

processes and

processes and

(c) describe physical environments of regions and the physical processes that

processes and

processes and

(c) describe physical environments of regions and the physical processes that

(c) explain the influence of climate on the distribution of plants and animals in different regions of the world, using the relationships among

Factors: ocean currents, position on a continent, and mountain barriers
(4) Geographically shape the character of a place is related to its political, economic, and social processes.

The student is expected to:

(a) analyze how the character of a place is related to its political, economic, and social processes.

(b) analyze the interrelationships among physical and human processes that connected and interdependent. The student is expected to:

(c) describe trends in world population growth and distribution, and

(d) describe the causes, trends, and consequences of human migration.

(e) describe the roles, causes, and consequences of human migration, and

(f) explain how political, economic, social, and environmental factors have affected migration.

(g) explain the flow of populations, pyramids, and other data graphs, and

(h) construct and analyze population pyramids, and use other data graphs, and

(i) understand the characteristics of world population, The student is expected to:

(j) explain the process that has caused growth or decrease in a location, and

(k) analyze the process that have caused growth in a location, and

(l) analyze the process that have caused decline in a location, and

(m) explain the role of resources that have affected settlement, and

(n) explain the role of resources that have affected development.

(o) describe the role of resources that have affected development, and

(p) understand the role of resources that have affected development, and

(q) describe the role of resources that have affected development, and

(r) describe the role of resources that have affected development, and

(s) describe the role of resources that have affected development, and

(t) describe the role of resources that have affected development, and

(u) describe the role of resources that have affected development, and

(v) describe the role of resources that have affected development, and

(w) describe the role of resources that have affected development, and

(x) describe the role of resources that have affected development, and

(y) describe the role of resources that have affected development, and

(z) describe the role of resources that have affected development, and

(A) local settlement patterns, and

(B) more developed.

(C) LESS DEVELOPED. NEARLY INDUSTRIALIZED.

(D) CROSS DOMESTIC PRODUCT PER CAPITA, AND INCOME LEVELS, AND INCOME DISTRIBUTION. AND DEMOGRAPHIC

(E) ANOTHER INTERRELATIONSHIP, ECONOMIC, SOCIAL, AND DEMOGRAPHIC CHARACTERISTICS.

(F) ANOTHER INTERRELATIONSHIP, ECONOMIC, SOCIAL, AND DEMOGRAPHIC CHARACTERISTICS.

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(c) compare the ways people satisfy their basic needs through the production of goods and services that are subsistence agriculture versus market-oriented enterprises.

and

commercial agriculture or cottage industries, versus commercial industries.

(c) compare global trade patterns over time and examine the implications of globalization, including outsourcing and free trade zones.

Socialism and communism:

write specific countries to fill along the economic spectrum between free enterprise, command, and market economies operate in.

describe the characteristics that determine the distribution of economic systems:

traditional, command, market, and mixed economic systems.

industrial technology and the distribution of economic systems.

(10) Economics: The student understands the distribution of resources and the interactions of the economic systems throughout the world. The student is expected to:

(d) describe the characteristics that determine the distribution of economic systems.

and region that constitute a region, and systems and regions that constitute a region.

and explain how physical and human factors that constitute a region such as climate, vegetation, language, trade network, political units, history, and culture influence geographic characteristics. The student is expected to:

(e) identify physical and human factors that influence geographic characteristics.

(6) Geography: The student understands the concept of region as an area of Earth's surface with distinctive geographic characteristics. The student is expected to:

(f) analyze physical, social, and economic systems and relationships, and other data to infer the effects of physical and human environments.

and human activities.

and natural disasters such as floods, droughts, etc., and hazardous environmental conditions at different scales and the consequences of extreme weather and other natural disasters. The student is expected to:

describe the impact of change on the environment and human activities.

and population growth, and environmental and human activities.

(e) compare ways that humans depend on, adapt to, and modify the physical environment, including the influence of culture, economic development, population growth, and environmental change.
6

The student is expected to:

(a)  analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions.

(b)  compare maps of varying patterns of political boundaries to make inferences about the distribution of political power.

(c)  analyze maps showing counties, states, and other political units. The student is expected to:

(1)  government. The student understands the geographic processes that influence global political units. The student is expected to:

(1)  government. The student understands the special characteristics of a variety of world regions and political systems, including their relationship to the development of economic resources and geographic processes such as cultural and economic change.

(d)  analyze the location and management of key resources. The student is expected to:

(1)  economic activities. The student understands the economic importance of, and issues of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries. The student is expected to:

(1)  economic activities. The student understands the economic importance of different levels of development and economic development. The student is expected to:

(1)  economic activities. The student understands the economic importance of different levels of development and economic development. The student is expected to:

(1)  economic activities. The student understands the economic importance of different levels of development and economic development.
The student is expected to:

(17) Culture. The student understands the distribution, patterns, and characteristics of cultural and environmental changes.

(a) compare life in a variety of cultures and regions in the world.

(b) describe how these patterns influence the processes of innovation and diffusion.

(c) describe distinctive cultural patterns and landscapes associated with different regions of the world.

(d) describe distinctive cultural patterns and landscapes.

(e) explain ways nations and people perceive and experience the characteristics of cultural and environmental changes.

(f) explain ways nations influence the processes of innovation and diffusion.

The student is expected to:

(18) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions.

(a) compare different points of view on geographic loyalties and nationalism.

(b) explain how citizenship practices, public policies, and decision-making may influence or be influenced by cultural beliefs and national and international loyalties.

(c) explain how citizenship, national, and international loyalties and nationalism influence the development of public policies and decision-making processes on local, state, national, and international levels.

(d) identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels.

(19) Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels.

(a) compare different points of view on geographic loyalties and nationalism.

(b) explain how citizenship practices, public policies, and decision-making may influence or be influenced by cultural beliefs and national and international loyalties.

(c) explain how citizenship, national, and international loyalties and nationalism influence the development of public policies and decision-making processes on local, state, national, and international levels.

(d) identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels.

The student is expected to:

(20) Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels.

(a) compare different points of view on geographic loyalties and nationalism.

(b) explain how citizenship practices, public policies, and decision-making may influence or be influenced by cultural beliefs and national and international loyalties.

(c) explain how citizenship, national, and international loyalties and nationalism influence the development of public policies and decision-making processes on local, state, national, and international levels.

(d) identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels.

(21) Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels.

(a) compare different points of view on geographic loyalties and nationalism.

(b) explain how citizenship practices, public policies, and decision-making may influence or be influenced by cultural beliefs and national and international loyalties.

(c) explain how citizenship, national, and international loyalties and nationalism influence the development of public policies and decision-making processes on local, state, national, and international levels.

(d) identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels.

(22) Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels.

(a) compare different points of view on geographic loyalties and nationalism.

(b) explain how citizenship practices, public policies, and decision-making may influence or be influenced by cultural beliefs and national and international loyalties.

(c) explain how citizenship, national, and international loyalties and nationalism influence the development of public policies and decision-making processes on local, state, national, and international levels.

(d) identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels.
expected to:

(19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to:

(b) compare the spread of cultural traits found in the spread of cultural traits found, including examples of cultural and traditional economies, and

(c) analyze and evaluate the effects of cultural traits and modern technology on cultures, including the spread of traditional traits.

(18) History. The student understands the ways in which cultures change and maintain continuity. The student is expected to:

(d) evaluate the experiences and contributions of the diverse communities to multicultural societies, and

(e) evaluate the experiences and contributions of the diverse populations, and

(f) compare the economic, political, and social opportunities in different cultures for Hindus, Islam, Judaism, and Sikhs, and their spiritual distributions.

(17) World geography. The student explores the systems of education, and customs that make specific regions of the world

(a) describe major world religions, including animism, Buddhism, Christianity,
The student is expected to:

Social Studies skills. The student communicates in written, oral, and visual forms.

- Explain relationships, geographic features, geographic distributions, and design and draw appropriate maps and other graphics such as Sketch maps.

- Describe and analyze data on a computer-based geographic information system, to obtain and analyze data needed to answer geographic and local problems.

- Use a source of maps, including a computer-based geographic information system, to create maps of geographic data and apply basic cartographic concepts and analytical methods such as computer-based geographic-research software and geographic reasonings.

- Answer geographic questions, interpret different types of maps, and use geographic images to answer geographic questions.

- Locate places of contemporary geopolitical significance on a map.

- Compare and contrast primary and secondary sources. Analyze and evaluate the validity and utility of multiple sources of geographic information such as primary sources, secondary sources, aerial photographs, and maps.

- Analyze and evaluate the validity and utility of multiple sources of geographic information such as primary sources, secondary sources, aerial photographs, and maps.
(b) use case studies and geographic information systems (GIS) to identify and analyze geographic questions, and supporting geographic research projects that involve asking geographic questions, analyzing, organizing, and synthesizing geographic information.

(c) apply appropriate geographic models to generate summaries.