

This newsletter is written specifically for teachers and will include news and information to help you implement the CSCOPE curriculum. In it you will find tools for managing cooperative groups, explanations of CSCOPE documents, and easy-to-implement and highly effective instructional strategies, along with a preview of the upcoming six weeks. We hope you enjoy this newsletter and find it useful and informative!

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Your local service center contacts are listed on the last page.

Edited by the ESC Region
XIII Local CSCOPE
Support Team

Taking a Look Back: Reflecting on This Year of Instruction

It's hard to believe another school year is coming to a close. As summer swiftly approaches, it's time to take a moment to stop and think back on your year of instruction. Reflections can be used to make connections from the past experiences and, through this process, work towards new goals for next school year. The first step is to focus on questions that you can truly benefit and grow from - questions such as:

What short- and long-term goals did I want to accomplish this year? What was the result of these goals?

What resources did I use this year to support my goals?

What areas went well this year? What accomplishments am I proud of?

What were some obstacles that I encountered? What did I do to overcome these obstacles?

Start with one question and reflect on your experiences. You can continue to add questions of your own and generate ideas through this process. The key is to keep this process simple so that you can see the benefits; reflections can be as short as a five minute journal writing at the end of the day. A practice of reflection can

help in the planning of next year's instruction, and this directly impacts and benefits students.

Collaborative Team Reflection

Plan a time to schedule short, informal meetings and visits with your team members. If you do not work on a team, you might want to meet with other teachers who are teaching the same content area to share ideas and support. When you meet, discuss the effectiveness of teamwork and reflect on what has worked this year. Also, reflect on aspects such as teaching difficult concepts in the curriculum, strategies, or programs implemented this year. What impact did these have on student learning? Consider the following questions:

How did we work together as a team (with collaboration, with shared planning responsibilities)?

What are some considerations for working together next year? How can we strengthen our team?

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Tips & Tools for Managing Cooperative Learning: ABCD Whispers

ABCD whispers is a way to conduct structured student to student conversations in your classroom. Students are assigned a letter (A through D). Each letter is given a different concept or term which students then illustrate on a sheet of paper. The term they are given should be written on this sheet of paper, no other words should be used but symbols are allowed. For example, during specific units the following terms might be given to the students:

Letter assigned to student	Unit of study and words for each student			
	Ecology	Research	Applications with Rational Numbers	Civil War
Student A	Food web	Primary Source	percent	resources
Student B	Producer	Secondary Source	proportion	tariffs
Student C	Heterotrophic	Perspective	Part	secession
Student D	Decomposer	Artifact	Whole	emancipation

Three to five minutes is usually adequate time for students to complete their drawings, but allow more time if students need to reference their notes or text for review before drawing. Once students have completed their drawings, they will stand as a group of four (one member representing each of the four letters A-D). Students complete three rounds of discussion as shown below. Students explain the drawing they did to another student, hear their explanation, and then exchange papers. In the second round they will be explaining someone else's paper, they will then exchange papers again. In the last round a student is hearing the explanation of their own paper. As students are having their discussions, the teacher will circulate through the room, listening for strengths and

Round 1

Student A explains Paper A \longleftrightarrow Student B explains Paper B

Student C explains Paper C \longleftrightarrow Student D explains Paper D

Round 2

Student A explains Paper B \longleftrightarrow Student C explains Paper D

Student B explains Paper A \longleftrightarrow Student D explains Paper C

Round 3

Student A explains Paper D \longleftrightarrow Student D explains Paper A

Student B explains Paper C \longleftrightarrow Student C explains Paper B

Adapted from a process demonstrated by Linda Hoyt (<http://www.lindahoyt.com>) which is based on a process from Longman Vocabulary.

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- What are things we did well together?
- How can we continue to help support one another?
- What goals would the team like to work on for next year?
- How can we continue to support student learning?

Groups can also choose a focus question to consider. Team members can use this question to reflect on individually over a period of time, and then revisit at the next meeting to share and brainstorm ideas with one another. You may also want to consider participating in vertical discussions with other grade level teams. This is an extremely valuable process in determining how to support student conceptual development as well as allowing time for sharing resources.

Student Reflections

If applicable, ask for student feedback. Learn when your students were most engaged and how you can strengthen strategies and content to support them.

Reflections help educators strengthen their teaching, deepen their knowledge, and adapt new ideas to help implement the district curriculum. Individual reflection centers your instructional practices and allows you to continue to strengthen knowledge and identify strategies that help support student learning. As you look back on this year of instruction, how did you make your district's curriculum your own? How will you continue to grow with your curriculum? Have those conversations with others, and look to those around you - your grade level team, department, or campus leaders - for support. Reflection is a continual

"Follow effective action with quiet reflection. From the quiet reflection will come even more effective action." - Thomas F. Drucker

Differentiating Instruction

In order for educators to consider the most effective differentiation strategies that will really make a difference in student learning, we first must determine the definition and the purpose of the word. Differentiated instruction is not a "thing" that should be accomplished in the classroom, instead it is a way of thinking about the teaching and learning of students. A few questions must be asked first. What exactly is differentiation and how does it apply to me? Based on the truth that all students learn differently, what practice or strategy is necessary for these students to make sense of the information being given to them? More specifically, how differentiated is a CSCOPE lesson as it is written?

In differentiated instruction students are placed at the center of teaching and learning (Tomlinson, 2001). Because each learner comes to school with a different set of learning needs, examples of which include differing educational, personal, and communal contexts (Taylor, 2003) and varying degrees of academic skill development (Levine, 2001), differentiated instruction advocates that the

educator proactively plans a variety of instruction methods so as to best facilitate effective learning experiences which are suited to the various learning needs within the classroom (Tomlinson, 2001). Expecting the students to modify themselves to "fit" into the curriculum does not work. Research reminds us that students come to the classroom with different ability sets and also, a variety of gaps in their learning. CSCOPE along with some simply applied strategies can engage all of the students in your classroom.

CSCOPE lessons are written in accordance with the Five E model. Even the seemingly simple "engage" and "explore" activities should never be eliminated when teaching the lesson. These instructional procedures set up the lesson to tap into the student's readiness and interest level, thus preparing them to make sense of the information that is forthcoming. Lev Vygotsky, a Russian psychologist, proved that individuals learn best in accordance with their readiness to do so (Tomlinson, 2001). This theoretical influence provides a concrete foundation for differentiated instruction. The readiness of the individual should match how they

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how they learn it and how the student demonstrates what they learned when using differentiated instruction. One goal in teaching should be to assist in creating an autonomous or independent learner. A stepping stone in achieving this is to build on the intrinsic motivation of the student. What better way to accomplish this than developing the interest level?

Look carefully at the Performance Indicator of a CSCOPE lesson. Notice the verbs. What exactly is it asking you to have the students accomplish? Each Performance Indicator has two parts, the content and the performance. Here is an example. A third grade Performance Indicator (Unit 6) states:

Create a visual display that illustrates the literary elements of narrative structure with a book that you have recently read. Explain how the application of these literary elements has helped you to understand and interpret literary texts.

What is the content of this Performance Indicator? What is the performance required? Another way to look at it is that the content is the “what” and the performance is the “how”. The content of this specific Performance Indicator is “literary elements of narrative structure” and how they help the student to “understand and interpret literary texts”. The performance is to “create a visual display”. After breaking the Performance Indicator apart into these two sections, remember that when differentiating for your class, the content must stay the same for all students. The variation would be included in the performance aspect of the Performance Indicator. The question to ask is how can the integrity of the original Performance Indicator remain intact while making alterations to meet the needs of my students? Each Performance Indicator should be evaluated in this manner prior to implementation to insure quality and effective learning to take place.

Another method of differentiating a CSCOPE lesson is to take a careful look at what is already imbedded. Again, think of the students that you will be working with. What is already there and what would be necessary to add according to the specific learning needs of your class.

Here is an example. In the second grade science lesson (Unit 02, Lesson 01) the title is *Change*

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Tips for Designing and Managing Differentiated Instruction

- Begin differentiating at your own pace. If you are new to differentiation, choose a couple of low-prep strategies to try out each semester.
- The time allotted for a task should be a little shorter than your students’ attention spans.
- Giving clear directions is essential when several activities are going on in the classroom.
- Be sure students have a plan for getting help when you are busy with another group. “Three before me” is a good motto.
- Group work can be noisy, but use strategies for minimizing the sound like teaching students to use their “6-inch” voices.
- Teach students what on-task behavior looks and sounds like.
- Have a plan for students or groups who finish quickly. Guide them to do higher quality work or have a game ready for when they finish. If they consistently have spare time, the work may be too easy for them.
- Observe student behaviors as a clue to the difficulty of the tasks. Students who give up quickly may not understand the directions or may think the work is too difficult. Plan to spend a little time at the beginning of the work session with those students to give them a head start.

Tomlinson, C.A. (2001). *How to differentiate instruction in mixed ability classrooms, 2nd Edition*. Association for supervision and curriculum development: Alexandria, Virginia.

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Occurs: What is Change? Look specifically at the “engage” activity. First write the question “What is change?” on the board and discuss with students. Next, show a piece of paper, cut the paper in half. Ask “What has changed?” Hold up a different piece of paper, ball it up, and ask the same question. This should prompt a discussion about permanent change.

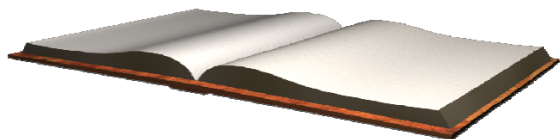
When considering students in your class that are ELL, what is already in the lesson to meet their needs? The activity is concrete and visual, and students are asked to record their findings. To add to this, if needed for better understanding, the teacher could pre-teach vocabulary like “permanent” and “change”. Another method of differentiating might be to give the student paper so they could follow along with the demonstration. By making these minor adjustments, the teacher is insuring the information and concept acquisition. By allowing the gifted student to speculate about the questions and providing them an opportunity to share their ideas either orally or in writing can assist in engaging this student too.

Effective differentiation does not require the teacher to change all that they have always done in the classroom. We must remember that differentiation is a way of thinking about teaching and learning. Responding proactively to the needs of the students requires careful evaluation of the prepared CSCOPE lesson.

Sources:

1. Levine, Mel (2002). *A Mind at a Time*. New York: Simon & Schuster.
2. Taylor, Lorraine; Catharine Whittaker (2003). *Bridging Multiple Worlds: Case Studies of Diverse Educational Communities*. Boston: Allyn & Bacon.
3. Tomlinson, Carol (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms (2nd*

TALA Stipends for 6th, 7th, and 8th Grade Teachers!



Middle School Teachers! TEXAS TALA ADOLESCENT LITERACY ACADEMIES

Learn successful academic literacy routines as part of an effective Rtl model!

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Summer 2009
Contact your regional education service center to register today!



CSCOPE State Conference for Teachers
San Antonio, Texas
June 23 and 24, 2009



For more details, go to
<http://www5.esc13.net/cscope/cscopeconference/index.html>.

Hope to see you there!



6th Six Weeks Lesson Preview

Social Studies



Kindergarten

UNIT: 11 TITLE: SOLVING COMMUNITY PROBLEMS This unit ties together many of the ideas from the whole year. Students compare their community now to their community long ago, and create a timeline. As they compare aspects of their community that have changed, they explore the changes that have occurred in communication, farming, and school. The unit concludes with a look back on the year and a review of the communities that have been explored. To do this, students use a wide variety of technological resources, look at how technology has changed our lives, and predict how technology will assist us in the future.

UNIT: 12 TITLE: COMMUNITIES CHANGE In this unit the students will be introduced to problem-solving by using common problems that arise in a Kindergarten classroom and/or on the playground. The teacher will pose problems and lead the students through the decision-making/problem-solving process. Students will learn to use the problem-solving process through modeling using a familiar story. They will then implement the process by applying their knowledge to an unfamiliar story. In the final lesson students will identify a local community problem and use a criterion-based evaluation to find a solution. They then apply the problem-solving process to other problems.

1st Grade

UNIT: 11 TITLE: Relationship Between Past and Present: Influence of Technology

It is important to introduce students to the idea of technology and its ongoing effects on society. Students should realize that technology is not a new thing but includes the invention of tools and better ways of doing things since the beginning of time. Technology is anything man has invented to solve a problem, such as paper and pencil instead of drawing in the sand, shoes instead of bare feet. The final lesson will emphasize the process of problem-solving when creating an invention. Students will learn that anyone can be an inventor. By identifying a problem and creating their own solution, they will understand that ordinary people can exhibit a love of inventiveness.

UNIT: 12 TITLE: RELATIONSHIP BETWEEN PAST AND PRESENT: HOW THE WORLD HAS CHANGED

First graders are just beginning to lay the foundation for learning about historical perspective. By examining how technology has changed transportation, communication, recreation, household tools and work or school, children will learn the role technology has had in history. Understanding these changes will help them prepare for future changes and make informed decisions about the present. In Unit 12 students build on what they learned in Unit 9, where they examined how technology has changed jobs, markets, goods and services.

2nd Grade

UNIT: 11 TITLE: OUR COMMUNITY HAS CHANGED! (TECHNOLOGY) Closing in on the end of the year, students continue their focus on the local community, this time looking at how technology has changed the community. Students look specifically at how technology has changed the way we play (recreation), get around (transportation), and communicate. They look at how solving one problem opens new opportunities for innovation and then end the unit by solving a "problem" created by solving another problem. This unit on Our Community Has Changed (Technology) has a technology focus.

UNIT: 12 TITLE: Our Community Has Changed! (Research) In the final unit of the year, second graders complete their study of the local community by conducting research on the history of the community and its people. Throughout the year, students have studied their local community by examin-



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Social Studies



ing the impact of significant individuals and events on the history of the community. In this culminating unit, students examine photographs of the community (past and present) to determine how the community has changed, and they look at the chronology of important events that influenced those changes. Also included in the research will be a look at the impact of individuals on the community. To find how individuals and events influenced the community, students have the opportunity to interview people in the community and read primary source documents to draw conclusions. They compare the way the people and events are approached in different sources and consider why this difference exists.

3rd Grade UNIT: 11 TITLE: CULTURAL HERITAGE: AMERICAN HEROES REFLECT AMERICAN IDENTITY

This unit looks at American heroes – national, state and local – who helped make this nation great and who embody the values imbedded in our national identity. As a whole, Americans value justice, truth, equality, and responsibility for the common good; we value individualism, inventiveness and patriotism; and we admire people who stand up for those ideals and show a consistent pattern of good decisions based on those values.

UNIT: 12 TITLE: PEOPLE INFLUENCE COMMUNITIES: ORDINARY PEOPLE

This unit culminates the yearlong study of how “Individuals have changed their communities.” In this final unit of the year, students review the people they have studied throughout the year, this time through the lens of civic responsibility. Students will nominate a local ordinary person as the “Good Citizen of the Year,” and honor those nominated. Students also look at their role in the community, as related to civic responsibility. Starting with the community service they have performed (begun in an earlier unit) and looking forward to work that still needs to be done in the community, students place themselves in the future solving community problems. This unit’s look through the lens of civic responsibility provides students with an opportunity to apply the TEKS and what they have learned to their world.

4th Grade

UNIT: 11 TITLE: TEXAS TODAY Our system of government is comprised of three distinct branches of government with separate and distinct powers at the state and national level. These branches each have a method to check the others to ensure that no one branch ultimately assumes control of the government. This balance of power is essential for the success of our system of government. This system of a democratic government guarantees the citizens the right to participate in the decisions of its government. Students will understand the importance of voluntary individual participation in the democratic process.

UNIT: 12 TITLE: PROGRESS OF TODAY This unit will focus on how modern technology has and is revolutionizing Texas and the world. A challenging economy and a growing population present major challenges for Texas in the years to come. Communication and technology no longer makes one isolated from the rest of the world. Many changes await Texans for the future and with these changes the American dream seems more like reality but with challenges that no one can foresee.

5th Grade

UNIT: 11 TITLE: CONFLICT ABROAD AND AT HOME As the United States moved forward within the scope of its destiny to become a world leader, many conflicts arose. The struggle for equal rights and women’s suffrage took a back seat briefly during World War I and World War II as women joined the fight to preserve our homeland and freedoms. However, once the worldwide conflicts ceased, the fight for the rights of those individuals to have a voice in their personal destiny had to reach a final resolution.

UNIT: 12 TITLE: THE UNITED STATES TODAY In order for the words of Thomas Jefferson to become a reality, advancements in civil rights had to develop along with phenomenal advancements in technology and economics. Leadership in the civil rights movement of the 1950’s and 1960’s created new legacies for the minority population in the United States, as new challenges and opportunities forged the nation’s commitment to equality for all citizens.



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Social Studies

6th Grade

UNIT: 11 TITLE: SOUTHEAST ASIA The focus of this unit is Southeast Asia and the diversity of its physical attributes, geographic landscape, and natural resources. The attractiveness of the widely differing geographical regions led historical movements of immigration and visitors from outside regions and countries. Trade and immigration brought a variety of new people, new ideas, empires, and colonialism. In the years since World War II, the countries of Southeast Asia have struggled to gain independence from other remote countries. The impact of past conflicts, the organization of governments, the expansion of economic development, and the view of citizenship within and among cultural regions has generated change or reform in democratic and non-democratic contemporary societies.

UNIT: 12 TITLE: THE PACIFIC REALM AND ANTARCTICA The unit presents an overview of the geography, the economic and cultural regions, the alternative ways of organizing governments, and the historical events that shaped contemporary societies within and among the Pacific Islands, Australia, New Zealand and Antarctica. The Pacific Islands are made up of thousands of islands surrounded by the Pacific and Indian Oceans. In the 1800's geographers divided the islands of the Pacific Ocean into three groups. The three groups are Micronesia, Melanesia, and Polynesia. During the late 1800's, colonial rule from Britain, Germany, France, Spain and the United States impacted the region. Colonial rule brought cultural, economic, governmental, and physical changes. Today, the geographic factors balance and influence the economic development, political relationships, and policies of societies. Historical and contemporary events and contributions or achievements of individuals or groups in selected places and regions have significantly influenced the relationships among cultures, the development and role of factors of production and the organization of governments. The diverse nations have established different forms of governments. Some of the countries are republics and others are either a parliamentary form of government or have a constitutional monarchy type of government.

The landscape of the Pacific Islands, Australia and New Zealand has affected how cultures developed. Historically, both the indigenous people and immigrants to the region have adapted to and modified their physical environment in Australia, New Zealand and the Pacific Islands. The early European explorations introduced animals, plants and diseases. The destruction of the lands, in selected places and regions led to devastation of the physical environment. Antarctica, the newest frontier known to the world beginning in the twentieth-century has become a laboratory for scientists. The Antarctic's harsh environment makes it the most isolated of the continents and it has no permanent population. Technology and new innovations allows scientists to research the land, animal and plant life.

7th Grade Texas History

UNIT: 11 TITLE: TEXAS GOVERNMENT AND CITIZENSHIP The center of any democratic society is its citizens. The Texas Constitution was based on the U.S. Constitution and mirrors its form of government and laws and the roles and responsibilities of its citizens and leaders. The concept of a democratic government can be difficult for students. This unit focuses on basic elements of the two constitutions. Those elements are the three branches of government, the principles of government, and specific roles of states like public education. Once students understand the Texas government and what it is based on, they will examine the second tier of the Texas government which is political parties, county and municipal (city) governments, how the government is financed (taxes), and who governs public education.

UNIT: 12 TITLE: POINTS OF VIEW ON TEXAS TODAY Teaching students how to develop a point of view synthesizing both facts and opinions is a lifelong skill. In this unit, students will learn how to use Texas data to make predictions as they look at changing trends in technology, the environment, and population distributions.

8th Grade U.S. History

UNIT: 11 TITLE: CIVIL WAR The Civil War was inevitable as decades of compromising failed to meet the needs of both the North and the South. Moreover, the election of Abraham Lincoln proved that there was no middle ground. Conflicts stemming from both sides proved the issues surrounding the Civil War



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ers, such as Robert E. Lee and Jefferson Davis, loyalty to the state was more important than to the nation. Even after the war was fought, the government struggled to pass the 13th, 14th, and 15th amendments. Although slaves were both freed and constitutionally protected, there was very little attempt on both sides to politically, economically, and socially recognize African-Americans as equal. Even today, there are faint traces of bitterness from the Civil War still lurking around in some parts of the country.

UNIT: 12 TITLE: RECONSTRUCTION Plans for the reconstruction of the nation were in motion long before the Civil War ended. Lincoln's plan to bring the South back into the Union without harsh recriminations was ended abruptly with his assassination in April 1865. Radical Republicans, in Congress, were harsh but effective in corralling the South in accepting its terms. The North's strict military control over the South and its efforts to rebuild the South were met by bitter opposition. The South saw the North's presence in their states as unwarranted and vindictive. The changes in society over the few years after the Civil War led to conflicts between different groups supporting or opposing the expansion of rights. African Americans were caught in the middle. The little taste of equality that emerged in Reconstruction in the South was quickly taken away once the Union soldiers left in 1877. However, the Reconstruction Era is credited by historians for setting in motion laws that eventually paved the way for African Americans to reclaim rights to equality during the Civil Rights Era.

World Geography

UNIT: 11 TITLE: SOUTHEAST ASIA Southeast Asia has a long and diverse history, one that includes colonialism and violent wars. For much of the 20th century, Southeast Asia was plagued by violence, unstable governments, and poor economies. Now, in the 21st century, many of these same countries are transitioning from poor, war-torn economies to high-tech producers. This lesson will focus on the changes in the Southeast Asian landscapes, economies, and cultures.

UNIT: 12 TITLE: AUSTRALIA & OCEANIA Australia and Oceania have historically been very isolated from the other regions of the world. However, this region is rich in diverse landscapes and cultures despite this isolation.

World History

UNIT: 11 TITLE: REALIGNMENT OF NATIONS The TEKS studied in this unit represent the two political-economic systems that emerged after World War II and the people who sought to make these changes in their nations. A case study approach is taken as we focus on the power struggle between the Western Democratic power and the Eastern Communist power bent on expanding their doctrines.

UNIT: 12 TITLE: TOTALITARIANISM AND WORLD WAR II In the period after the great war, the re-emergence of an authoritarianism government surfaced in the "new and improved" form of totalitarianism. Totalitarianism exercised a greater control over the population than the monarchies of old ever dreamed of doing. There are many ways to focus on the causes of WWII and for our purposes, we will emphasize that the totalitarian governments come to power and start a program of aggressive expansion that leads to a conflict (mostly) between the liberal democracies of the west and the totalitarian government of Central Europe and Asia.

U.S. History 1877-present

UNIT: 11 TITLE: AMERICAN CULTURE After World War II, a new world order emerged. Countries found themselves creating more permanent alliances to maintain global security. Cultures around the world also began to change. Some countries became more repressed while others, like the United States, began experimenting and exporting more liberal interpretations of drama, literature, television programs, art and music. Mass



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media caused a “cultural war” that was not easily regulated and either embraced or banned worldwide by more conservative countries. Many countries and immigrants, who had more conservative values, found elements of American culture offensive but found themselves enjoying the many scientific and technological innovations the United States had to offer.

UNIT: 12 TITLE: AMERICA TODAY At the beginning of the twentieth-first century, America’s future looked promising, in part to a strong economy. However, September 11, 2001 forever changed Modern America’s approach to foreign policy. As a result of September 11, 2001, American policymakers and businesses are more cognizant of their approach to international relations. This paradigm shift from power brokers to fostering more interdependence will determine the direction of future policies as governments and businesses strive to expand economic opportunities that can be mutually beneficial to all parties involved.

NEW COURSES FOR SPRING 2009!

Government

UNIT: 5 TITLE: JUDICIAL BRANCH: THE COURTS AND CIVIL LIBERTIES The third branch of government, the Judicial Branch, is studied in this unit. The Founders wanted to create a government where minority viewpoints and the rights of individuals were protected. The rules set forth in Section III of the Constitution help ensure this, and decisions in key court cases have reinforced these ideas. The unit gives students an understanding of the U.S. court system and how it functions to protect minority viewpoints and individual rights.

UNIT: 6 TITLE: STATE GOVERNMENT AND SENIOR CAPSTONE The premise of the whole government course has been that government in the United States is participatory, that democracy strengthens with a large number of informed participants, and that an understanding of the processes of government helps develop knowledgeable active participants. This unit offers students an opportunity to use what they have learned and apply it to current issues. First, they apply what they have learned about the three branches of national government to understand state government. Then, recognizing that identifying and forming opinions about contemporary government issues is essential to a strong democracy, students choose a contemporary issue to study and act on.

Economics

UNIT: 5 TITLE: GLOBAL ECONOMY American households’ and firms’ economic choices and behavior (Unit 2), and the performance of the overall U.S. economy (Units 3-4), are increasingly shaped by the policies and characteristics of the other nations in an interdependent global economy. Unit 5 examines the reasons for international transactions and the mechanics of these transactions (exchange rates), as well as how international trade and trade policies shape the U.S. economy.

UNIT: 6 TITLE: PERSONAL FINANCIAL LITERACY Because Texas law requires that districts “shall” teach personal financial literacy “using the materials approved by the State Board of Education for this purpose,” time has been left in the district’s schedule for coverage of personal financial literacy. Use the materials selected by your district from the list of SBOE approved PFL Materials, available at <http://www.tea.state.tx.us/curriculum/social/pfl.html>. To support learning about personal financial literacy, units 1-5 of this course incorporate some of the PFL topics wherever appropriate.

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