

E-Newsletter

Sixth Six Weeks, 2010-2011

Change is Good

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Change happens. No matter how much you may want to avoid it, it is already here. The close of the 2010-2011 school year will be a New Year's Eve celebration of sorts: out with the "old" Social Studies TEKS, and in with the "new" Social Studies TEKS in 2011-2012. We should all be blowing our celebratory horns and whistles, throwing confetti, and dancing in the school hallways, right? Yes, we should. The change in the state Social Studies TEKS and incorporation of the STAAR Assessment system should be seen as a positive opportunity for all Social Studies teachers to start fresh and reevaluate the lessons taught and learned in the classroom.

This summer and in preparation for the 2011-2012 school year, Social Studies teachers will need to apply significant time to learn and become familiar with the changes in the specific subjects that they teach. This includes examining the increased or decreased level of rigor pertaining to the student expectations, newly added historical individuals, and applied content changes.

So what should the Social Studies educator do to prepare for the future? Take a big breath, relax, and make strides to embrace these new expectations. Re-examine those units and lessons you love so much and ask yourself, "How will these changes affect units and lessons I am currently using? How will these changes affect the pacing or scope and sequence of the course? Will these changes require new resources to address the new or altered standards?

At this time, the CSCOPE development team is working diligently to make the necessary changes in the CSCOPE Social Studies curriculum documents,

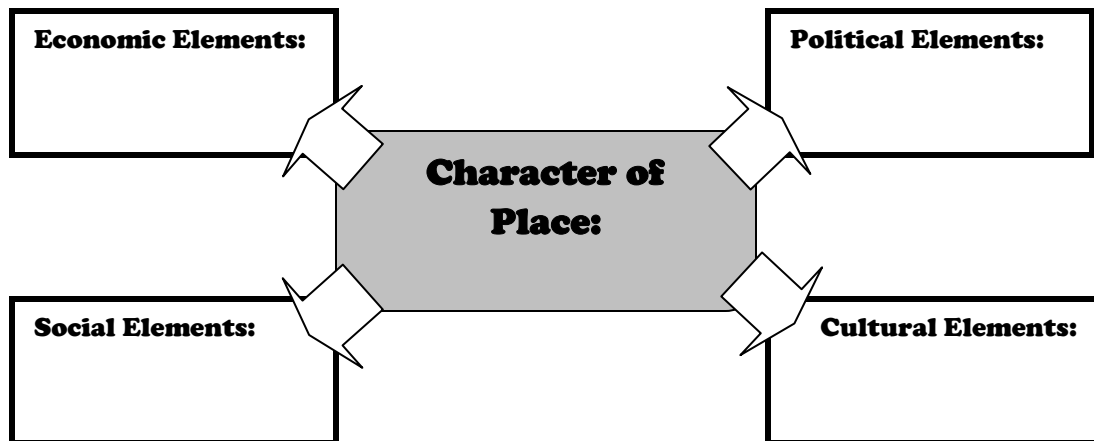
including the Vertical Alignment Documents, Course Clarification Documents, TEKS Verification Documents, and Instructional Focus Documents. Moreover, your local Education Service Center will provide ongoing professional development this upcoming summer and next year in both face-to-face and eventually online formats through Project Share. The TEKS K-12 training will target the organization of the revised Social Studies TEKS, identify new elements, and explore the alignment of the standards, instruction, and assessment in the classroom. The training is designed to build participant knowledge of College and Career Readiness Standards (CCRS), English Language Proficiency Standards (ELPS), and Response to Intervention (RtI). Service Centers will also provide training in End-of-Course Success for World Geography, World History, U.S. History, and a Grade 8 Academy.

The key to all of this is the knowledge that you are not alone. Although we are all responsible for incorporating the new changes, we have been provided generous support from the Texas Education Agency. Our New Year's Eve is truly upon us, what an exciting time for Social Studies!

*Rachel Hernandez,
ESC Region XIII*

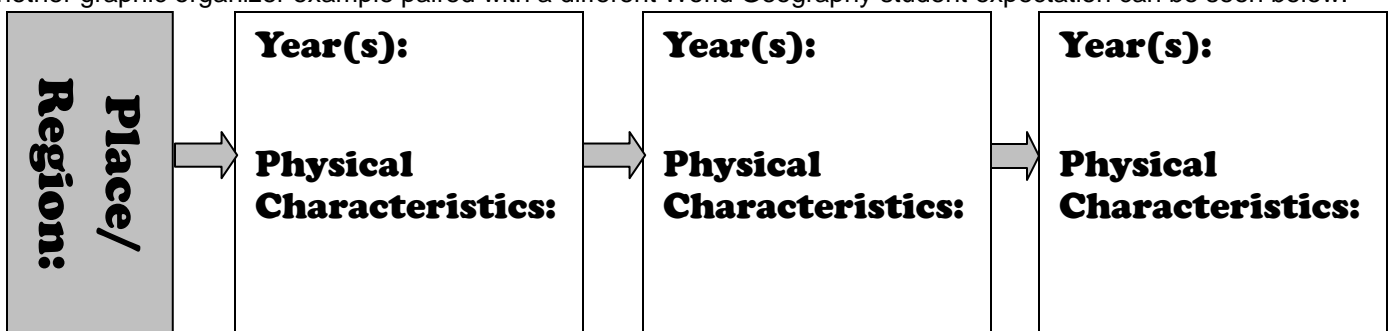
Retooling the Graphic Organizer

Venn diagrams, flow charts, t-charts, and idea wheels are just a few graphic organizers that teachers use in the classroom to help students organize, process, and retain information. Many teachers obtain nonspecific graphic organizers to use in the classroom from the internet and other resources. In preparation for the new Social Studies TEKS incorporation, teachers should consider retooling the basic graphic organizer to better meet their needs. For example, World Geography Student Expectation 5A (2011-2012) the student expectation states: *analyze how the character of a place is related to its political, economic, social, and cultural elements*. A graphic organizer that could assist the teacher and student to categorize information could look something like this:



Teachers have to additionally consider the specific information of importance for students to gather and write in the boxes. Furthermore, the inclusion of the verb "analyze" in the Student Expectation line item is asking for a higher cognitive level of understanding. The student expectation is *requiring* for students to think critically about the information they are learning.

Another graphic organizer example paired with a different World Geography student expectation can be seen below:



The graphic organizer addresses World Geography Student Expectation 2A (2011-2012). The student expectation states: *describe the human and physical characteristics of the same regions at different periods of time to evaluate relationships between past events and current conditions*. Once again, the teacher has to reflect on how the students will further "evaluate" the information written on the graphic organizer, possibly in the form of a student assessment or product.

Although these examples focus on World Geography, the same strategy can be applied to any area of Social Studies. Teachers do not have to throw out the graphic organizers they have used in the past, but should instead consider retooling the graphic organizer for relevant instructional impact.

**The 2011 CSCOPE State Conference
is at the San Antonio Convention Center
on August 2, 3, and 4.**

Conference sessions will cover a variety of topics, such as content area instructional strategies, differentiation, assessments, digital learning, professional learning communities, instructional leadership, productive student workgroups, developer technology how-to, and curriculum component how-to. The conference will feature multiple nationally recognized speakers, teacher and administrator forums, and a gallery of student work.



Go to <http://www.cscope.us/conferences.html> to:
Register for the conference,
Find hotel information,
See the agenda.

Keynote Speaker - Rich Allen

As the 2011 CSCOPE State Conference keynote, Dr. Allen will speak to research-based strategies proven to promote student engagement in learning. Growing up with the internet, digital TV, and computer games, even young kids arrive with a very different idea of how they learn. Therefore, today's teachers are facing a truly unique challenge—how to cross the biggest 'generational divide' education has ever seen.

Dr. Rich Allen, author of *Green Light Classrooms*, is a highly regarded educator and master trainer, with a PhD in Educational Psychology. His cognitive learning theory research forms the basis for his radical approach to teaching, presenting, and facilitating. This research provides understanding on how the brain receives, processes, stores, and recalls information.

In 25 years of taking his ideas around the world, he has changed the lives of thousands of educators and executives, by giving them practical new presentation and teaching techniques that massively increase personal effectiveness.

From the Desk of the Principal



A message from Harper Stewart, Graham ISD

February 18, 2011

Teachers,

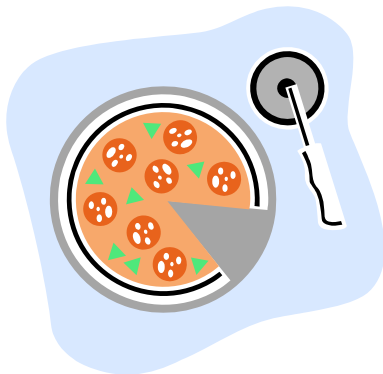
We will be having some CSCOPE pizza today in the lounge....sorry for the late notice. The pizza will be very hands-on with some manipulatives and will keep you very engaged. It was made using the 5E model of instruction.

So please come to the lounge and:

- ENGAGE in some fellowship
- EXPLORE the toppings
- EXPLAIN to your colleagues how much you love your job and how blessed you are
- ELABORATE with more than one piece
- EVALUATE its quality

•Have a great Friday and great weekend....it should be here by 11!

Harper



I-Search for Research

According to the Texas Essential Knowledge and Skills (TEKS), students are expected to engage in research displaying that they know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information. You might be asking yourself, "How do I get my students to truly 'engage' in the research process rather than be passive participants?" Using the Strategy of an **I-Search Paper** (Macrorie,1988) could be your answer!

I-Search is "an approach to research that uses the power of student interests, builds a personal understanding of the research process, and encourages stronger student writing" (Joyce & Tallman, 1997). The **I-Search Paper** differs from the traditional research paper where students read, take notes, and regurgitate the information in a formal paper. It is an inquiry-based approach in which students become personally involved in the topic by choosing topics that are personally relevant, conducting interviews, journaling about their research process that leads to self-discovery, and writing their research in first person. To assist in the early stages of writing and thinking, students may conduct mini I-Searches and create short stories or memoirs.

The I-Search Paper (Macrorie,1988)

Topic Selection

The topic is selected based on personal interest.

Search for Information

Students browse resources, generate questions, and plan for interviews all the while logging and journaling about their process, progress and additional questions generated as a result of the search.

Conduct Interviews

Students conduct interviews, keeping careful notes and reflecting upon their learning in their journal.

Develop a final product (*include these four categories*)

What was known and not known about the topic before beginning research

Why the student decided to do this research.

A description of the search.

What was learned and not learned.

If you want to see an example and step-by step instructions for writing an I-Search piece, the following link is a wonderful resource!

<http://faculty.nwacc.edu/tmcginn/writing%20an%20i-search%20paper.pdf>

Happy I-Searching!

References:

Joyce, Marilyn Z. & Tallman, Julie I. (1997). *Making the Writing and Research Connection with the I-Search Process*. How-To-Do-It Manuals for Librarians, Number 62. Neal-Schuman.

Macrorie, K. (1988). *The I-Search Paper*. Portsmouth, NH: Boynton/Cook Publishers.

*Stephanie Heinchon and Sherry Suttle,
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Transition Plan for House Bill 3

The Texas Education Agency has created a document detailing the process the Commissioner of Education will use to develop and implement the new state assessment and accountability system as required by Section 68 of House Bill 3. The complete document is located at <http://www.tea.state.tx.us/student.assessment/hb3plan/>. ESC Region XIII has created supporting documents, videos, and presentations that are available at <http://www5.esc13.net/staar/resources.html>. Each Education Service Center in Texas will also be creating resources to assist their local districts. Please ask your CSCOPE contact about available resources.

The House Bill 3 Transition Plan is organized into six sections:

- Assessment
- Accountability
- Federal Accountability and Federal Monitoring Requirements
- Interventions, Sanctions, and Financial Accountability
- General Requirements of HB 3
- Appendices

Each section provides details based on current information available. Further information will be posted to the TEA State of Texas Assessments of Academic Readiness (STAAR) website (<http://www.tea.state.tx.us/student.assessment/staar/>). In review of this document with a focus on curriculum implementation and quality instruction, keep in mind the following key points for STAAR 3-8 and STAAR End of Course (EOC).

- STAAR will have an increased focus on preparation for high school and advanced course work.
- There will be a strong link between STAAR 3-8 and STAAR EOC to create predictive assessment results.
- Student expectations will be integrated to create more authentic assessment of student learning.
- TEKS will be assessed at a greater level of depth and complexity.
- There will be an increase in the number of writing tasks and open-ended (griddable) items.
- The majority of STAAR assessments will assess content studied that year. Science for grades 5 and 8 will focus on the TEKS from those years as well as content from the two previous grades that best prepare students for the next course.
- Calculators will be required for all mathematics and science EOC assessments.
- English I, II, and III EOCs are designed as two day assessments.
- Access to dictionaries will be required for English I, II, and III.

Since its inception, the focus of the CSCOPE Curriculum System has been on providing curriculum aligned to the TEKS –while also providing resources for high quality, active, engaged instruction. From the beginning, the CSCOPE Vertical Alignment Documents have given specificity to the student expectations and these documents are a powerful tool for educators to use to understand how student expectations change from year to year. The CSCOPE Instructional Focus Documents bundle student expectations and the Performance Indicators give students opportunities to demonstrate mastery of integrated standards. This focus on the importance of vertical alignment and integrated student expectations is mirrored in the new student assessment system, STAAR. The CSCOPE curriculum documents support teachers in creating instruction for students that has an increased focus on depth and complexity as well as connection of student expectations for authentic learning. For districts and teachers using the instructional component of CSCOPE (the Exemplar Lessons) there is also strong support for active learning and focus on student directed learning. Each incorporates the grade-level TEKS on which students will be assessed.

The above information highlights key support already provided within the CSCOPE curriculum system. To view planned updates to the CSCOPE based on changes in the assessment system (for example, designation of readiness and supporting standards) please see the CSCOPE.us page at <http://www.cscope.us/staar.html>.

*Jennifer Drumm,
ESC Region XIII*



2010—2011 Sixth Six Weeks Preview English Language Arts



Kindergarten

Unit 6. Generating Questions and Finding Answers. This unit bundles student expectations that address reading and writing skills to create a research plan and gather sources. With adult assistance, students produce information about a topic and then organize the information in preparation for a presentation. Students continue to practice the use of patterns in oral and written language.

In Unit 04 and 05, students explored phonological awareness, phonics, and print awareness for the purpose of understanding the connection between reading and writing through media. Students used their knowledge of letters and sounds to decode words in text and in isolation. Students used comprehension skills to gain meaning from various forms of media literacy. During this unit, students use the connection between research and the foundations of reading to strengthen their ability to understand all texts. They focus on expository and procedural text to attain an understanding of the grouping of information to develop a research project (with adult assistance). Ongoing phonological awareness is an integral part of the reading process and students continue to manipulate phonemes in a variety of ways to continue the development of reading skills. Phonics skills are also practiced frequently to decode and encode VC, CVC, CCVC, and CVCC words. Students continue to identify and read high-frequency words to help when reading decodable text as they prepare for first grade.

1st Grade

Unit 6. Making a Plan. This unit bundles student expectations that address reading and writing skills to create a research plan. Students gather and produce information about a topic and then organize the information for a presentation. Patterns in phonics and conventions continue to be practiced in order to reinforce fluent reading and writing.

In Unit 04 and 05, students engaged in reading a variety of expository and procedural text and media literacy to establish a purpose for reading and writing. They continued to process sound /symbol relationships to encode and decode words. During this unit, students generate topics for research, create relevant questions, use resources as evidence, and produce a product for display. Students use text features to gather and compile information that communicate answers to formulated and unformulated questions. Students become purposeful in their use of processes and strategies and continue to communicate and monitor comprehension while evaluating various forms of expository text used for their research. Word study continues by understanding patterns in spelling and language. In preparation for second grade, students continue to restate main ideas, identify important facts, retell the order of events, and infer while examining a variety of texts.

2nd Grade

Unit 6. Communicating Findings. This unit bundles student expectations that address the use of reading and writing skills to create a research plan in order to gather and produce information about a topic and then organize the information for a presentation. Patterns in phonics and conventions continue to be practiced in order to reinforce fluent reading and writing.

In Unit 04 and 05, students engaged in reading a range of expository and procedural text and analyzed media literacy in order to establish a purpose for reading and writing. They continued to process sound/symbol relationships to encode and decode words. During this unit, students generate topics for research, create relevant questions, cite resources as evidence, and present information to a specific audience. Students become purposeful in their use of processes and strategies and continue to communicate and monitor comprehension while evaluating various forms of expository text used for their research. Word study continues by understanding common prefixes and suffixes while making the connections with conventions in writing. In preparation for third grade, students continue to identify main idea, describe order of events, explain purpose, locate facts, and infer while examining a variety of genres from previous units.

3rd Grade

Unit 6. Media Message. This unit bundles student expectations that focus on the messages conveyed in media literacy in order to identify the impact of media form and design on communication. Students continue to use comprehension processes to make inferences, summarize, and provide textual evidence to support interpretation in media.

In Grades Kindergarten, 01, and 02, students identified different forms and purposes of media. During this unit, students identify how meaning influences the meaning of a message. They examine multiple media forms with the same message to determine how the media form impacts the meaning. Students compare written conventions used for digital media such as language in an informal email vs. a web-based news article. They explain the impact of design techniques such as shape, color, and sound in multiple media forms. Using the fundamentals of the writing process students create origi-



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nal text by responding to text read. Students continue to explore language, building on the principles that vocabulary, spelling, punctuation, and grammar are critical to the ability to comprehend and communicate effectively. Word study is inclusive of genre specific vocabulary, literary terms, and appropriate vocabulary from the literature and will be experienced before, during, and after reading. In Grade 04, students will continue to explore media by explaining the positives and negatives of advertising techniques used in media form.

4th Grade

Unit 6. Media Technique. This unit bundles student expectations that focus on the messages conveyed in media literacy in order to identify the impact of media form and design on communication. Students continue to use processes to make inferences, summarize, synthesize, and provide textual evidence to support interpretation in media and texts. Students continue to examine teacher selected and student selected literature based on individual interests and abilities providing opportunities to make important personal and world connections within and across different contexts and genres.

In Grade 03, students identified how meaning changes according to the media form. During this unit, students explain the positive and negative effects of advertisement techniques on consumer behavior and explain how design techniques such as pacing, close-ups, and sound effects influence the message. Students continue to compare various written conventions used for digital media such as websites, email, and video games. Students communicate understanding of media presentation by writing responses using the fundamentals of the writing process. Students continue to explore language, building on the principles that vocabulary, spelling, punctuation, and grammar are critical to the ability to comprehend and communicate effectively. Word study is inclusive of genre specific vocabulary, literary terms, and appropriate vocabulary from the literature and will be experienced before, during, and after reading. In Grade 05, students continue to explore media by identifying bias and perspective.

5th Grade

Unit 6. Media Impact. This unit bundles student expectations that focus on the messages conveyed in media literacy in order to identify the impact of media form and design on communication. Students continue to use processes to make inferences, summarize, synthesize and provide textual evidence to support interpretation of media and texts. Students continue to examine teacher selected and student selected literature based on individual interests and abilities providing opportunities to make important personal and world connections within and across different contexts and genres.

In Grade 04, students identified how meaning changes based on the media form. During this unit, students explain how messages in various forms of media are presented differently in structure (e.g., documentaries, online information, and televised news), bias, and perception. Students analyze levels of formality and informality in digital media by examining the use of conventions, presentation, style, and design. Understanding of media presentation is communicated through writing responses using the fundamentals of the writing process. Students continue to explore language, building on the principles that vocabulary, spelling, punctuation, and grammar are critical to the ability to comprehend and communicate effectively. Word study is inclusive of genre specific vocabulary, literary terms, and appropriate vocabulary from the literature and is experienced before, during, and after reading. In Grade 06, students continue to explore media by critiquing persuasive techniques and their influence on a reader's emotions.

6th Grade

Unit 6. Formulating Questions. This unit bundles student expectations that address research skills and processes in order to support the organization and presentation of ideas. Students plan, gather sources, and draw conclusions from multiple sources related to a self-selected topic. Students use the research process to make inferences, summarize, synthesize, and provide textual evidence based on information gathered.

In Grade 05, students developed more advanced research skills by identifying primary and secondary sources, recording data in order to see the relationships between ideas, and used a MLA format to present findings. During this unit, students brainstorm and consult with others to decide on a topic and formulate open-ended questions to address a major research topic. They generate and follow a research plan for gathering relevant information from a variety of print and electronic resources. Data is recorded in order to see the relationships between ideas and convert graphic/visual data into written notes. If necessary, the major research question is refined. Students continue to evaluate the relevance and reliability of sources for the research while compiling important information from multiple sources. They present findings in a MLA format while developing a topic sentence, summarizing interpretations of information, and using quotations to support ideas. In Grade 07, students continue to practice and improve their research skills.



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7th Grade

Unit 6. Providing Evidence. This unit bundles student expectations that address research skills and strategies to support the demands of high school, career, and college. Students plan, gather sources, and draw conclusions from multiple sources related to a self-selected topic. Students use the research process to make inferences, summarize, synthesize, and provide textual evidence based on information gathered.

In Grade 06, students brainstormed, consulted with others, decided on a topic, and formulated open-ended questions to address a major research topic; generated a research plan for gathering relevant information about the topic; followed the research plan to collect data from a range of print and electronic resources; recorded data, utilized available technology in order to see the relationships between ideas and converted graphic/visual data into written notes; refined, if necessary, the major research question; evaluated the relevance and reliability of sources for the research; compiled important information from multiple sources; developed a topic sentence, summarized findings, and used evidence to support conclusions; presented findings in a consistent format; and used quotations to support ideas and an appropriate form of documentation to acknowledge sources. During this unit, students continue to brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic. They apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research. Students follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies; categorize information thematically in order to see the larger constructs; record bibliographic information for all notes and sources according to a MLA format. They differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources. As research skills become more advanced, students narrow or broaden the major research question, if necessary, based on further research and investigation. Students present findings by drawing conclusions and summarizing or paraphrasing in a systematic way. In Grade 08, students continue to practice and refine research skills and processes.

8th Grade

Unit 6. Reliability and Validity. This unit bundles student expectations that address research skills and processes in order to support the demands of high school, career, and college. Students plan, gather sources, and draw conclusions from multiple sources related to a self-selected topic. Students use the research process to make inferences, summarize, synthesize, and provide textual evidence based on information gathered.

In Grade 07, students brainstormed, consulted with others, decided on a topic, and formulated a major research question to address the major research topic; generated a research plan for gathering relevant information about the topic; followed the research plan to collect data from a range of print and electronic resources; recorded data, and, if necessary, refined the major research question; evaluated the relevance and reliability of sources for the research; compiled important information from multiple sources; developed a topic sentence, summarized findings, and used evidence to support conclusions; presented findings in a consistent format; and used quotations to support ideas and an appropriate form of documentation to acknowledge sources. During this unit, students continue to advance in their research skills by creating a plan, gathering resources, synthesizing and presenting information in a systematic way using a MLA format. Vocabulary, spelling, punctuation, capitalization, and grammar are studied throughout the unit to support comprehension and oral and written communication. Word study is inclusive of genre specific vocabulary, literary terms, and appropriate vocabulary from literature. In English I, students will conduct a thorough research project as they continue to improve in technique and form.

English I

Unit 6. Inquiring Minds. This unit bundles student expectations that address the research process for the purpose of gathering, synthesizing, organizing, and presenting ideas and information while evaluating the credibility of sources encountered in the information-rich environments in which we live. An emphasis on each step of the research process is highlighted in order to reinforce critical thinking that will continue to develop and lay the foundation for future research in college and career pathways.

In Unit 05, students used comprehension skills to analyze persuasive techniques in texts and in media by providing text evidence to support understanding. During this unit, students formulate a research question to address a social or cultural issue and follow a plan to compile data from reliable, valid, and accurate sources in order to make judgments about what is relevant. Using critical thinking skills, students synthesize information, in order to support their thesis in a documented research report, using a style manual. Students continue to utilize reading and writing processes to support understanding, evaluation, and synthesis of text.



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English II

Unit 6. Critiquing the Process. This unit bundles student expectations that address the research process for the purpose of gathering, synthesizing, organizing, and presenting ideas and information while evaluating the credibility of sources encountered in the information-rich environments in which we live. An emphasis on the research process will be highlighted in order to reinforce critical thinking ability that will continue to develop and lay the foundation for future research in college and career pathways.

In Unit 05, students used comprehension skills to analyze persuasive techniques in texts and in media by providing text evidence to support understanding. During this unit, students formulate a research question to address a social or cultural issue and follow a plan to compile data from reliable, valid, and accurate sources in order to make judgments about what is relevant. Using critical thinking skills, students synthesize information, in order to support their thesis in a documented research report, using a style manual. Students continue to utilize reading and writing processes to support understanding, evaluation, and synthesis of text.

English III

Unit 6. Reliability, Validity and Accuracy. This unit bundles student expectations that address the research process in order to provide students with the necessary skills to develop a research paper. Students explore a variety of issues related to a current world issue through informational texts while examining the different perspectives that authors hold. They gather sources and determine their credibility in order to strengthen their argument. By using critical thinking skills, students synthesize information to organize and present ideas in order to support their thesis. An emphasis on the research process will be highlighted in order to reinforce critical thinking ability that will continue to develop and lay the foundation for future research in college and career pathways.

Prior to this unit, students used comprehension skills to analyze persuasive techniques in text and in the media by providing evidence from text to support their understanding. The use of credible sources to support their position on a political issue in the previous unit continues to increase in depth and complexity by delving into both primary and secondary sources and determining their credibility. The development of an outline or plan to guide the research process will assist students in organizing facts to support their findings. As a culmination, students will develop a documented research report using a style manual and present their ideas through a multimedia presentation.

English IV

Unit 6. Inquiry and Synthesis. This unit bundles student expectations that address the research process in order to provide students with the necessary skills to develop an annotated bibliography and a documented research report. By using critical thinking skills, students synthesize information and create a cogent argument supported by evidence. The discreet skills acquired in the research process will assist in future research inquiry in both college and career pathways.

In Unit 05, students used comprehension skills to analyze persuasive techniques in texts and in the media by providing text evidence to support understanding. In this unit, students continue to build on the research skills acquired in the previous unit. Students determine, locate, and explore the full range of relevant sources in order to formulate the major research question that addresses the research topic. After analyzing the credibility of sources, students will develop a documented research report using a style manual and present their ideas through a multimedia presentation.

English Language Arts Summer Reading List



Looking for some professional reading for the summer? Here are some suggestions. If you have other titles to suggest, we'd love to hear from you!

The Art of Teaching Reading by Lucy Calkins

This book provides teachers with guidance on components of the reading curriculum, independent and guided reading, book talks, word study, reading alouds, and book clubs. It describes units of study in a reading workshop.

The Art of Teaching Writing by Lucy Calkins

This book offers practical information for teachers on assessment, thematic studies, writing throughout the day, reading/writing relationships, publication, curriculum development, nonfiction writing, and home/school connections.

Guiding Readers: Good First Teaching for All Children by Irene Fontas and Gay Su Pinnell

Written for K-3 classroom teachers, reading resource teachers, teacher educators, pre-service teachers, researchers, administrators, and staff developers, this book explains how to create a balanced literacy program based on guided reading and supported by read aloud, shared reading, interactive writing, and other approaches. Included are guidelines for observation and assessment, dynamic grouping of readers, creating sets of leveled books, selecting and introducing books, and classroom management.

Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy (Grades 3-6) by Irene Fontas and Gay Su Pinnell

This book explores the essential components of a quality literacy program, including specific information about

- how to structure a reading and writing workshop;
- organizing and managing the classroom;
- how to structure teaching, minilessons, conferences, groupshare, and ways to use response journals as part of a reading workshop;
- planning for guided reading, dynamic grouping for effective teaching, and selecting, introducing, and using leveled texts;
- specific suggestions for forming groups, guiding student choices, and establishing and teaching routines for literature discussion;
- instructional contexts—poetry, writer's notebooks, writer's talks, genre, content; literacy, and student research—that support students in connected reading and writing in a variety of genres;
- the importance of continuous assessment in guiding all aspects of effective teaching; and
- suggestions for working with struggling readers and writers.

Mini-Lessons for Literature Circles by Harvey Daniels and Nancy Steineke

This book focuses on one the importance of short, teacher-directed lessons that begin, guide, and follow up on every successful book club meeting. It includes forty-five short, focused, and practical lessons to help teachers make sure student choose appropriate books and structure their time well as well as suggestions for how to help struggling readers and English Language Learners participate actively and how to grade book clubs. There are many student examples and recommended reading lists.

The Reading Zone: How to Help Kids Become Skilled, Passionate, Habitual, Critical Readers by Nancie Atwell

How can teachers make reading workshop powerful? This book establishes the top ten conditions for making engaged classroom reading possible for students at all levels and provides the practical support and structures necessary for achieving them.

English Language Arts Summer Reading List



What a Writer Needs by Ralph Fletcher

This book provides numerous specific, practical strategies for challenging and extending student writing. There are chapters on details, the use of time, voice, character, as well as beginnings and endings. Student writing samples are included throughout, and an appendix of useful picture books and novels is also provided.

Writing Workshop: The Essential Guide by Ralph Fletcher and JoAnn Portalupi

The authors explain the simple principles that underlie writing workshop and explore the major components that make it work. Each chapter addresses an essential element, then suggests five or six specific things a teacher can do to implement the idea under discussion. There are also specific suggestions for how to effectively teach skills in the context of writing. Also included are practical forms in the appendixes to ensure that the workshop runs smoothly.

Choice Words by Peter H. Johnson

This book illustrates how teachers can use the power of language to create classroom environments that produce students that are competent in both technology and literacy. Words, phrases, and uses of language that are ordinary can become extraordinary in the classroom. The book uses a study by accomplished literary teachers to show how what we say and don't say affect the ways children learn and how they become literate people and strategic thinkers. The author also looks at complex learning that is hard to identify and, subsequently, does not appear on tests, policy makers, and the general public, and sometimes by teachers themselves, yet is critical to a child's development.

Goodbye Round Robin, Updated Edition: 25 Effective Oral Reading Strategies by Michael F. Opitz and Timothy Raskinski

This book offers practical ideas of how to engage English language learners in significant, language-learning activities that are connected to recent books for students of varying ages and abilities. Specific strategies are covered that will help teachers work with ELLs in developing both oral and written English language proficiency. This is a particularly helpful resources for teachers of English language learners.

Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, 4th Edition by Donald R. Bear, Marcia R. Invernizzi, Shane Templeton and Francine Johnston

This book provides teachers with a practical way to study words with students, that is developmentally-driven and hands-on. This instructional approach is based on knowing students' literacy progress, organizing for instruction, and implementing word study. This book and accompanying DVD and CD-ROM will help you motivate and engage students and help them become successful literacy learners. The contents can compliment any phonics, spelling, and vocabulary curricula resources you may have.

The Daily Five by Gail Boushey and Joan Moser

The authors, also known as "The Sisters" have created a teaching method called The Daily Five that emphasizes five literary tasks: reading to self, reading with someone, writing, word work, and listening to reading. Students complete the tasks daily and the teacher either meets with small groups or individual students. The Sisters have refined this practice in their own classrooms for ten years and have shared it with thousands of teachers across the country. The method is based on literacy learning and motivation research. It is designed for teachers who wish they could use more effectively their energy in the classroom.

English Language Arts Summer Reading List



Spaces & Places: Designing Classrooms for Literacy by Debbie Diller

This book features a variety of color photos from many types of classroom spaces in Pre K—5th Grade that will help you organize your furniture and cabinets, set up your room space by space, and use your walls purposefully. It includes advice on how to pack your room at the end of the year and what you can do if you must move your belongings. Spaces include

organized areas for whole and small group reading instruction, classroom libraries, literacy work stations, teacher desks, and storage areas. The author uses “before and after” photos and a step-by-step process to illustrate examples.

Reading with Meaning by Debbie Miller

The author guides the reader through a school year by using her own teaching methods to show how students can become more thoughtful, independent, and strategic readers. Her students are learning to enjoy reading and writing and are creating a collaborative and caring environment. The author examines how to best teach strategies for comprehending text and finds that explicit instruction, modeling, classroom discussion, and relinquishing responsibility to students creates a classroom climate of thinking and learning.

Reading and Writing: Nonfiction Genres by Kathleen Buss and Lee Karnowski

This book gives ideas for teaching nonfiction to elementary students and emphasizes allowing students themselves to both better understand and efficiently read and write text types. Students will become more confident with reading, writing, and sharing these texts. Educators can bring the instruction of non-fiction texts successfully into the classroom.

Reading and Writing Literary Genres by Kathleen Buss and Lee Karnowski

The authors encourage teachers to expose their students to many types of literature and to use writing as a response tool. Instead of using traditional literature groupings of categories like fiction and nonfiction, they instead advocate for teaching many different literary genres, including realistic fiction, mysteries, folk tales, fables, fantasy, and biographies. The book includes teaching strategies and activities to help students write personalized genre stories and discover new kinds of literature. This is a good resource for teachers of grades 3 through 6.

Guided Reading in Grades 3-6: Everything You Need to Make Small-Group Reading Instruction Work in Your Classroom by Mary Browning Schulman

The author is a veteran teacher who illustrates her method of guided reading in the intermediate grades. She writes about planning lessons, managing groups, matching students to texts, and using assessments to aid instruction. The book includes transcripts of guided reading sessions as guides for putting practice into action and has more than 30 reproducible short texts that can be used as guided reading lessons. This is a good resource for teachers of grades 3 through 6.



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Kindergarten

Unit 17. Direct Comparisons. This unit bundles student expectations that address measurement in order to connect attributes of weight/mass, temperature, length, area, time, and capacity.

Prior to this unit, students have used comparative language to communicate similarities and differences among data and numbers. During this unit, students will focus on what it means to measure rather than the traditional measurement instruction of “how” to measure. The Kindergarten TEKS were written to provide this foundational concept. Each Kindergarten expectation states the use of direct comparison to help students understand the idea that they are measuring specific attributes of objects. Partitioning and unit iteration (leaving gaps between units or overlapping adjacent units) are important concepts that follow in the first grade TEKS. Students will explain the attribute being measured and communicate the results using comparative language.

1st Grade

Unit 22. Measurement. This unit bundles student expectations that address the concept of measurement to connect attributes of area, capacity, weight/mass, time, and temperature.

Prior to this unit, Kindergarten students used direct comparisons to understand the idea that they were measuring specific attributes of objects. In Unit 10 students read time to the hour and half-hour. During this unit, students will review telling time on analog and digit clocks to the hour and half-hour. Time situations are compared by ordering three or more events according to duration. Students explore non-standard units in order to focus directly on the attribute being measured. This allows the discussion to focus on what it means to measure a particular attribute, which leads into Grade 2 where students are to select an appropriate model to approximate a standard unit to measure an object.

Unit 23. Organized Data. This unit bundles student expectations that address the concept of statistics in order to connect data and various representations of the same data.

Prior to this unit, students explored the use of graphs as a problem-solving tool. This unit includes students composing a survey to collect data, organizing the data, representing the data by a picture or bar-type graph and analyzing the data graphed. This continues to develop students understanding of graphs through ongoing exploration of data analysis which will lay the foundation for Grade 2.

Unit 24. Numerical Thinking. This unit bundles student expectations that address the concepts of quantitative reasoning, patterns, and operations in order to develop proficiency with whole numbers.

Prior to this unit, students developed number combinations and modeled the process for single-digit addition and subtraction. During this unit, students will continue to develop proficiency with whole numbers through meaningful contexts. Students are expected to select addition or subtraction to solve problems using two-digit numbers, whether or not regrouping is necessary. The continual practice and development of numerical thinking is foundational for the next grade levels.

2nd Grade

Unit 11. Operational Situations. This unit bundles student expectations that address the concept of operations to reinforce real-world situations that consist of multiple steps and extemporaneous information.

Prior to this unit, students have explored various strategies to solve problems involving addition and subtraction and to model, create and describe multiplication and division situations. During this unit students will engaged in problem solving, they will discuss their ideas, defend their solutions, and evaluate the solutions of others.

Unit 12. Another Look at Measurement. This unit bundles student expectations that address critical thinking skills to estimate and measure length and area through a variety of hands-on activities.

Prior to this unit, students were provided opportunities to use concrete models to approximate standard units of length. The idea that measurement is not precise was greatly emphasized. Students also used non-standard units of measure to determine the area of various objects. The selection of an appropriate concrete model representing a standard unit of length will be helpful for students in Grade 3, as they will be introduced to formal measurement tools and units of measure.



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3rd Grade

Unit 12. Fractions and Measurement. This unit bundles student expectations that incorporate fractions and measurement to include active strategies for investigating these concepts. These skills are primary focal points for Grade 3 and therefore reviewed in the 6th six weeks.

Prior units throughout the year involved fractions as parts of whole objects, parts of a collection, and as locations on number lines. Students constructed fraction models, recorded fractions pictorially, and used fraction symbols to name the fraction models. This unit uses the previous knowledge of fractions to extend fractional relationships to a higher level of thinking. The main focus of this unit is to develop the concept of equivalent fractions with sets of whole objects. Fractional relationships involving parts of a whole and parts of a set for students are complex. Additional rich, hands-on experiences will provide a strong, solid foundation for Sixth grade. Prior to this unit, students studied measurement involving standard units. The focus of the second lesson, titled Measure-A-Thon, allows students to be actively engaged in activities that require measurement of long distances. This lesson provides motivation at this point in the school year to make measurement more meaningful for the students.

Unit 13. All Operations Overview. This unit bundles student expectations that specifically address computational expertise needed for problem-solving. These skills are primary focal points for this grade level and are therefore reviewed in the 6th six weeks.

Prior units throughout the year have addressed all operations (addition/subtraction and multiplication/division) in various mathematical situations and used different problem-solving strategies. This unit will draw on these prior unit operational skills to enhance problem-solving strategies. Students have had experience solving multiple step problems which involved determining the operation(s) and sequence of steps needed to find a solution. Students will build on this understanding by solving problems and presenting their solution strategies to the class. The word problems are designed to target a variety of TEKS, which require students to select the appropriate problem-solving strategies needed to find the solutions. The use of efficient procedures, including the standard algorithm, will help students at subsequent grade levels to develop fluency for operating on whole numbers and to understand why the procedures work.

4th Grade

Unit 12. Measurement Connections. This unit bundles student expectations that address both customary and metric units of measurement. It is placed in the 6th six weeks as a review of the key points in Grade 4 measurement and to further support students' understanding of operations, fractions, and the measurement tools that can be used to enhance these skills.

Prior units addressed operations, numerical understanding and patterns in data. Measurement skills (including those for metric measure) support and enhance numerical/fractional understanding and the use of measurement tools. Basic conceptual understanding of customary measurement conversion is first introduced at this grade level and continued in subsequent grade levels.

Unit 13. All Operations. This unit bundles student expectations that specifically address using multiplication and division with the interpretation of remainders to solve problems. These skills are primary focal points for this grade level and are therefore reviewed in the 6th six weeks.

Prior units throughout the year have addressed the operation skills of multiplication and division in various mathematical situations. This unit will draw on these prior unit operational skills to enhance problem-solving strategies. The use of efficient procedures, including the standard algorithm, will help students at subsequent grade levels to develop fluency for multiplying and dividing whole numbers and to understand why the procedures work (on the basis of place value and other operations).

Unit 14. Fraction Overview. This unit bundles student expectations that address describing, comparing, and relating fractions to decimals. These skills are primary focal points for this grade level and therefore reviewed in the 6th six weeks.

Prior units throughout the year addressed various fraction concepts including fractions greater than one. Grade 4 is the first grade to introduce fractions greater than one. This unit will draw on the prior unit operational skills to facilitate understanding of fractions. Reinforcing fraction concepts at this time will help students at subsequent grade levels to continue building fraction skills, and to maintain a better understanding of the role of the fraction in problem solving and



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measurement.

5th Grade

Unit 13. Fraction Connections. This unit bundles student expectations that incorporate fractions and mixed numbers to include generating, comparing (equivalent and non-equivalent), and adding/subtracting with like denominators. These skills are primary focal points for Grade 5 and therefore reviewed in the 6th six weeks.

Prior units throughout the year addressed various fraction concepts including improper fractions and mixed numbers. Fifth grade is the first grade to introduce abstract procedures for generating equivalent fractions, and converting improper fractions to mixed numbers (and vice versa). This unit will draw on the prior unit operational skills to facilitate understanding of these procedures. Reinforcing these abstract/procedural fraction concepts at this time will help students at subsequent grade levels to continue building fraction skills, and to maintain a better understanding of the role of the fraction in problem solving and to prepare students for working with fractions, ratios, and proportions in Grade 6.

Unit 14. All Operations. This unit bundles student expectations that specifically address the computational expertise needed for problem solving. These skills are primary focal points for this grade level and are therefore reviewed in the 6th six weeks.

Prior units throughout the year have addressed the all operations (addition/subtraction and multiplication/division) in various mathematical situations. This unit will draw on these prior unit operational skills to enhance problem-solving strategies. The use of efficient procedures, including the standard algorithm, will help students at subsequent grade levels to develop fluency for operating on whole numbers (and decimals) and to understand why the procedures work (on the basis of place value and other operations).

Unit 15. Measurement Connections. This unit bundles student expectations that address both customary and metric units of measurement and is placed in this six weeks to support students' numerical/fractional understanding and measurement tools. These skills are primary focal points for this grade level and therefore reviewed in the 6th six weeks.

Prior units addressed fractions and problem solving strategies. Measurement skills (including those for metric measure) support and enhance numerical/fractional understanding and determining the appropriate selection/use of measurement tools. Both customary and metric measurement conversion are investigated at this grade level and continued in subsequent grade levels.

6th Grade

Unit 14. Another Look at Proportional Relationships. This unit bundles student expectations that address measurement conversions in order to connect the relationship that proportionality exists within the standard measurement system.

Prior to this unit, in Unit 06 and Unit 09, students investigated the relationship within customary and SI (metric) systems. With proportionality as the center of middle school mathematics, this unit expands on prior units and presents measurement conversions in terms of proportional relationships. Measurement conversions are used to reinforce the relationship that exists between different representations of tables, graphs, equations and equivalent forms (fraction, decimal, and percent). Proportionality is a primary focal point for middle school mathematics and will continue to be addressed in Grades 7 and 8.

Unit 15. Mathematical Expressions and Equations. This unit bundles student expectations that address different representations such as verbal, numerical, symbolic, tables, graphs, and equations of proportional and other relationships in a variety of problem situations.

Prior to this unit, in Unit 13, the students investigated proportional and other relationships. In this unit, students write expressions or equations and represent the expressions or equations in verbal, numerical, and symbolic form. The ability to formulate expressions or equations from problem situations provides a strong foundation for higher levels of mathematics.

7th Grade



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Unit 14. Applications of Proportional Reasoning. This unit bundles student expectations that address fractions, decimals, percent conversions, percent changes, scale factors, unit rates, and dimensional analysis in order to reinforce concepts investigated during the first part of the year and extend proportional reasoning. These proportional relationships are represented using tables, graphs, and equations.

Prior to this unit, students investigated representations for fractions, decimals, percents, and proportional relationships (Unit 01 and Unit 08). Since proportional relationships are the focal points of the middle school state standards, proportionality and the applying of proportional reasoning to real-life problem situations are revisited in this unit.

8th Grade

Unit 15. Applications with Rational Numbers. This unit bundles student expectations that address modeling of real-world problems involving percents using proportional relationships.

Prior to this unit, in Unit 04, students worked with situations involving proportional relationships. In Unit 10, students applied proportional relationships to find missing measures with similar figures. In Unit 14, students applied proportional reasoning to measurements to solve problems in real-world applications. This unit extends the application of percents using proportional relationships. These concepts are tested on TAKS Grades 8, 9, 10, and on the Exit Level test.

Unit 16. Applications with Graphing Calculator. This unit bundles student expectations that provide a final review of rational and irrational operations including scientific notation, proportional and non-proportional situations, multiple representations of data (tables, graphs, verbal descriptions, and algebraic expressions), sequences, central tendency, scatter-plots, and line graphs. All of these have been taught throughout middle school mathematics.

Prior to this unit, students were provided the opportunity to use the graphing calculator to solve problems in mathematical contexts and real-world problem applications. This unit allows concepts to be reviewed and extends the knowledge base of how to use graphing calculator technology which is required for Algebra I. Most of these concepts are tested on the TAKS Grades 9, 10, and on the Exit Level test.

Algebra I

Unit 10. Inverse Variations. The student expectations bundled in this unit involve inverse variation. In this unit, students will continue investigating linear functions, specifically problems using direct variation, and examine inverse variation relationships by looking at their graphs, tables, and equations. Students will then compare inverse variation to a linear relationship.

In previous units, the concepts of linear functions and quadratic functions were thoroughly developed. This unit extends the study of linear and non-linear functions by collecting and analyzing data in situations involving direct and inverse variation. In Algebra 2, variation problems will continue to be applied and the graph of functions representing inverse variation will be explored.

Unit 11. Growth and Decay – Exponential Functions. The student expectations bundled in this unit involve exponential functions. In this unit, students will continue investigating these functions and examine exponential growth and decay relationships by looking at concrete models, tables, graphs, and algebraic methods. Students will then compare and contrast these four mathematical models, determining what model can best be used to represent various real-life situations.

In previous units, the concepts of linear and quadratic functions were thoroughly developed. This unit extends the study of non-linear functions by collecting and analyzing data in situations involving exponential growth and decay. In Algebra 2, exponential functions will be studied more in-depth and exponential equations will be applied to make predictions in problem situations.

Algebra II

Unit 13. Conics. The student expectations bundled in this unit investigate conic sections. In this unit, students describe the conic sections as the intersection of a plane and a cone, identify the characteristics of each conic section, and explore representations of each conic section in the real world. Students sketch graphs of the conic sections and relate parameter changes to the graphs. Students complete the square to convert conic sections in general equation form to standard equation form and identify the type of conic section from the representative equations. Students apply conic sections to real-world situations.



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In previous units, students analyzed all the different types of functions and their respective equations. This unit discusses similar types of equations, but with one exception—the relations are no longer limited to “functions”. Instead, equations with x^2 and y^2 are described and analyzed as conic sections. First, the conic sections are analyzed using the capabilities of a graphing calculator. Then, similarities and differences are identified among the various types of conic sections. Hands-on geometric models are then used to further refine students’ understanding of these equations; subsequently, instruction arrives at the “standard form” for each conic section. Later in the unit, students apply their knowledge of the graphs and equations of the conic sections in various problem-solving situations. The study of conic sections will be continued through the Precalculus curriculum.

Unit 14. Additional Topics. All student expectations for Algebra 2 have been covered at this point in the curriculum. If additional days are available, additional topics may be covered. Two optional topics are provided in the unit, although others may be substituted to meet the needs of the curriculum and the students.

Polynomial Functions are covered as an introduction to Precalculus. Students are introduced to the Fundamental Theorem of Algebra and explore the shape and characteristics of graphs of higher degree polynomial functions.

Geometry

Unit 17. Constructions. This unit bundles student expectations that involve investigating geometric properties through the use of geometric constructions. In this unit, students use constructions to explore attributes of geometric figures and to make conjectures about geometric relationships. Constructions will be applied to problem situations.

Geometric properties of figures have been developed throughout this course. In this unit, students make conjectures based on geometric constructions to connect to previous postulates, theorems, and properties of geometry. Constructions will further justify the properties developed in geometry.

Unit 18. Euclidean vs. Non-Euclidean Geometry. This unit bundles student expectations that involve comparisons between Euclidean and non-Euclidean geometries. In this unit, taxicab geometry, spherical geometry, and hyperbolic geometry are investigated. In taxicab geometry, comparisons are made between definitions of equidistant from a point and formulas for distance. In spherical and hyperbolic, comparisons are made between the parallel line theorem and the sum of the angles in a triangle.

Prior to this unit, students have investigated, proven, and constructed postulates and theorems in Euclidean Geometry. In this unit, students use their knowledge of Euclidean geometry against the backdrop of Non-Euclidean geometry (other geometric systems), specifically taxicab, spherical, and hyperbolic geometries. Students develop an understanding and appreciation of different geometries as they compare and contrast definitions and properties in each system.

Unit 19. History of Mathematics. This unit bundles student expectations that involve the historical development of mathematics systems. In this unit, students research the development and purpose of various geometric systems and present their findings to the class, including displays.

Students investigated the different types of geometry in previous units. In this unit, students assimilate knowledge and understanding as they research different types of geometries including Euclidean, taxicab, spherical, and hyperbolic and prepare a presentation to demonstrate their understanding of the historical development and purpose of different mathematical systems.

Mathematical Models with Applications

Unit 9. Personal Finance. The student expectations bundled in this unit connect personal finance to mathematical models. In this unit, students study types of wages, deductions, and compensations. Students create budgets and analyze banking options. Students investigate the purchase or lease of a home and automobiles in addition to the costs of insuring these purchases. Problem situations involving choices of personal finances are also explored.

In this unit, function models developed in previous units will be applied to examine income, savings, and loan options. Amortization models used in automobile loans and mortgages will be represented using tables and formulas. Tables will also be used to apply and compare insurance options. These models will also be utilized when studying credit and annuity in future lessons.



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Unit 10. Credit. The student expectations bundled in this unit connect credit to mathematical models. In this unit, mathematical models will be developed to analyze and draw conclusions about installment buying. Problem situations involving choices of credit are also explored.

Credit and installment buying has an impact on both personal finances and future financial planning. Models developed in previous units to analyze car loans and home mortgages will be extended to other purchases involving closed-ended credit. Additional models will be introduced to analyze open-ended credit purchases, such as those from credit cards.

Unit 11. Financial Planning. The student expectations bundled in this unit connect financial planning to mathematical models. In this unit, mathematical models are developed to analyze and compare various investment options, including savings, annuities, stocks, bonds, and mutual funds. Problem situations involving choices of financial planning are also explored.

In the two previous units, students have investigated personal finances and credit that impact our lives on a daily basis. In this unit, mathematical models are used to examine investment options as a preparation for the future. Savings, annuities, stocks, bonds, and mutual funds are discussed as possible options to prepare for financial security and a successful retirement.

Pre Calculus

Unit 12. Sequences and Series. The student expectations in this unit involve the terminology, formulas and applications involved with sequences and series. First, students are introduced to basic arithmetic and geometric sequences and series. Formulas are developed to relate the terms in these sequences to each other (recursively) and to their position in the sequence (explicitly), and similar rules arise from series (or, sums of the terms in a sequence). Ultimately, knowledge of these equations is applied in various contexts, from binomial coefficients to convergent series such as Taylor polynomials.

In previous courses, students become familiar with many kinds of patterns. In Algebra 1 and 2, students worked with addition patterns (that lead to linear functions) and multiplication patterns (that lead to exponential functions). In Precalculus, these patterns are described as arithmetic and geometric sequences. In addition to different terminology, students in this course also use different notation to distinguish the terms in a sequence from their position in the sequence. Also, problems are studied where the terms in a sequence are added together (forming series, and using sigma notation).

Unit 13. Tying It All Together. The student expectations in this unit involve analyzing real world situations and data to determine what type of function best models the relationship. In the lesson, students are first given a set of data that could be modeled using many different types of functions, then are asked how each model would be different. In such data analysis, students are encouraged to use the correlation coefficient as a measure of fit. After such a review of all the different types of functions and relations studied thus far, students work with several problems and situations which they must categorize, model, and solve.

In Algebra 2, as in the first part of the Precalculus course, students analyze many different types of functions (polynomial, rational, exponential, logarithmic, etc.). However, for the most part these functions are analyzed in isolation. In this unit, all the different categories of functions are combined. Students must analyze different situations and data sets to decide which type of function is most appropriate, and use the model they create to solve problems and make predictions.

Unit 14. Additional Topics. The optional topics in this unit involve content beyond the scope of the Precalculus course that may be covered as additional material as time allows. The first such topic is the study of limits. Students begin by investigating limits as x approaches infinity, then look at limits as x approaches a constant. The concept of a limit is developed using graphs, tables, and algebraic techniques, as a method of determining what happens to a function as it approaches some point. One-sided limits will also be discussed. The second optional topic involves polar equations and their graphs. Here, students learn to plot points and graph equations using polar coordinates (r, θ) instead of rectangular coordinates (x, y) . Students will investigate the graphs of typical polar equations, such as cardioids and limaçons, and will learn how to convert such polar equations into parametric form.



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Earlier in the Precalculus course, students have been exposed to the concept of a limit. Limits arise in discussions of the horizontal asymptotes of rational and exponential functions, as well as when studying infinite geometric series. However, in this unit students will see limits in a few other contexts, such as evaluating limits algebraically, and using one-sided limits to demonstrate and define continuity. While Precalculus students may have some experience with limits, polar equations might be entirely new to them. However, the values of r and θ are very similar to vector magnitude and direction, and the formulas for converting polar equations to parametric are the same as those for finding vector components. So, while polar equations may be new to students, many of the formulas and processes involved will seem familiar.

Mathematics Summer Reading List



Looking for some professional reading for the summer? Here are some suggestions. If you have other titles to suggest, we'd love to hear from you!

Fostering Algebraic Thinking: A Guide for Teachers Grades 6-10 by Mark Driscoll

Fostering Algebraic Thinking is organized according to critical challenges algebra teachers face: How can they help students build on number sense and arithmetic skills to develop their algebraic thinking, and when is it best to use them? What can be done to foster operation sense and the capacity to generalize about functional relations? How and when should students be expected to engage in symbolic representation and manipulation in algebra? How can student be helped to understand, use, and link multiple algebraic representations?

How the Brain Learns Mathematics by David A. Sousa

Highly respected author and researcher David A. Sousa explains the latest neuroscientific findings in practical, understandable terms and discusses the impact this information has for teaching mathematics at all grade levels. How the Brain Learns Mathematics covers the cognitive mechanisms for learning mathematics, the environmental and developmental factors that contribute to mathematics difficulties, and ways to differentiate mathematics instruction.

Teaching Student-Centered Mathematics: Grade K-3

Teaching Student-Centered Mathematics: Grades 3-5

Teaching Student-Centered Mathematics: Grades 5-8

by John A. Van de Walle and Lou Ann H. Lovin

Good Questions: Great Ways to Differentiate Math Instruction By Marian Small

Using differentiated instruction in the classroom can be a challenge, especially when teaching mathematics. This book cuts through the difficulties with two powerful and universal strategies that teachers can use across all math content: Open Questions and Parallel Tasks. Specific strategies and examples for grades Kindergarten - 8 are organized around NCTM's content strands: Number and Operations, Geometry, Measurement, Algebra, and Data Analysis and Probability. This resource will help teachers create a more inclusive classroom with mathematical talk that engages students from all levels.

Grown Up Digital: How the Net Generation is Changing YOUR World by Donald Tapscott

To make education relevant, we have to understand the Net Generation. Based on Don Tapscott's survey of more than 11,000 young people, this book describes "a remarkably bright community which has developed revolutionary new ways of thinking, interacting, working, and socializing." It explains how the brain of the Net Generation processes information, offers guidelines for educators on tapping in to the Net Gen potential, and describes how the Net Generation is changing every aspect of our society.

* Focus in Grades 1-8: Teaching with Curriculum Focal Points by NCTM

Each individual grade level book is designed to support teachers, supervisors, and coordinators as they begin the discussion of a more focused curriculum, as presented in Curriculum Focal Points. Additionally, teacher educators should find it useful as a vehicle for exploring mathematical ideas and curriculum issues involving their mathematics curriculum with their pre-service teachers.

* Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools (<http://ies.ed.gov/ncee/wwc/publications/practiceguides>)

Taking early action may be key to helping students struggling with mathematics. The eight recommendations in this guide are designed to help teachers, principals, and administrators use Response to Intervention for the early detection, prevention, and support of students struggling with mathematics.

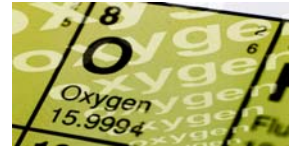
Goals of these books:

1. To help teacher understand what it means to teach in a student-centered, problem-based manner.
2. To provide a reference book for all the mathematics content taught in the grade band and the best information available concerning how children learn this content.
3. To provide a resource of simple, problem-based activities and tasks that can engage students in the mathematics that is important for them to learn.

* These books are available for FREE on Project Share to those participants who have completed the MSTAR I: Math Academy 5-6 or 7-8 workshops.



2010-2011 Sixth Six Weeks Preview Science



Kindergarten

Unit 9. Exploring Organisms and Environments. This unit bundles student expectations that address sorting organisms into groups, observing specific parts of organisms, and observing stages in an organism's life cycle to explore their basic needs. The performance indicator is a culminating picture of many skills students have learned not just in this unit, but throughout the year.

1st Grade

Unit 10. Investigating Organisms and Environments. This unit bundles student expectations that address investigations of how the external characteristics of an animal are related to where it lives, how it moves, and what it eats. Unit 10 also includes recording observations about animal parts, comparing ways that young animals resemble their parents, gathering evidence of interdependence among living organisms (such as energy transfer through food chains and animals using plants for shelter), and describing various life cycles.

2nd Grade

Unit 10. Organisms and Environments. This unit bundles student expectations that address factors in the environment, including temperature and precipitation that affect growth and behavior and the ways living organisms depend on each other and on their environments. Since patterns of change in the weather and environment are very slow, they may not be apparent to the students. Students need to look for evidence of these patterns in their weather charts and in the areas that they are observing around the school.

3rd Grade

Unit 9. Investigating Ecosystems. This unit bundles student expectations that address interactions among biotic and abiotic factors within ecosystems. In this unit, students will explore a variety of environments and see how the interactions among the biotic and abiotic components within an ecosystem contribute to each organism's ability to survive and reproduce.

Students in Grade 2 have identified and explored how animals and plants obtain their basic needs from habitats within the environment. They have also examined how weather-related factors in the environment affect living things. This final unit in Grade 3 draws upon many of the key understandings introduced throughout the year. Earlier in the year, students investigated matter and energy, including the Sun and its impact on weather and the water cycle. They have studied processes that form and change different physical features of the Earth. This investigation of ecosystems refocuses students' attention on the importance of the Sun to all life on Earth and the notion that we are all connected in a delicate system. Environmental changes, whether natural or man-made, impact the balance in nature. How well organisms are able to adapt to those changes determines their survival. This study of habitats and ecosystems lends itself to outdoor activities. The arrival of spring accommodates those activities.

4th Grade

Unit 9. Adaptations for Survival. This unit contains the TEKS that will focus on adaptation for survival. In Grade 3, students had the opportunity to explore the manner in which structures and functions of living organisms allow them to survive in their particular environment. In this unit, students will be formally introduced to the term "adaptation." They will not only have the opportunity to further explore how adaptations enable organisms to survive in their environment, but they will also compare the functionality of a variety of adaptations. These experiences will prepare students for the Grade 5 task of comparing the structures and functions of different species that help them to live and survive.

Unit 10. Life Cycles of Living Organisms. This unit contains the standard that will focus on the exploration of the distinct life cycles of living organisms. In Grade 3 students had the opportunity to investigate and compare the life cycles of living organisms. In Grade 2, students were first introduced to the idea of life cycles through the lens of insects only. This prepared them for Grade 3, where they were given the opportunity to investigate and compare the series of orderly changes in their diverse life cycles including not only animals, but also plants. This unit will then provide students the experience of further exploring and comparing the life cycles of living organisms. With these experiences, students will be prepared for the Grade 5 task of describing the difference between complete and incomplete metamorphosis of insects.

5th Grade

Unit 10. Life Cycles. This unit addresses the student expectations that compare the two types of insect metamorphosis. Students will look at how organisms change through larva/pupa stages or nymphs into adults. This is a great unit to study in the spring of the school year. Some organisms go through metamorphosis throughout the year. However, many



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more are going through the process in the spring months. Butterflies, grasshoppers, and flies are examples that are abundant and easily found.

Prior to this unit, students have explored how organisms adapt to reproduce and survive. In Grade 3, students studied the life cycle of plants and frogs.

Unit 11. Inherited Traits and Learned Behavior. This unit bundles the student expectations that address inherited traits and learned behaviors in order to introduce concepts further developed in middle school. Students should understand that instincts are inherited and learned behaviors are a result of the organism's environment.

In previous grades, students identified inherited traits and behaviors. This unit expands that understanding to how these traits and behaviors improve survival.

Unit 12. Experimental Design. This unit bundles student expectations that address safety and scientific thinking. Safety guidelines and a brief review of scientific methodology should have been established in the first unit, so that students are aware of protocol and how to think critically. This is not the unit to teach all of the process skills; rather, it is a unit that allows students to apply the knowledge they have obtained throughout the year in a new way that prepares them for middle school science.

6th Grade

Unit 11. Taxonomic Groups. This unit bundles the TEKS that address the classification of living things into domains and kingdoms. The taxonomic system is based on understanding differences at the cellular level. In this unit, students gain an understanding of the broadest taxonomic classifications of organisms and how characteristics determine their classification.

Unit 12. Ecosystems. This unit bundles the TEKS that include the interdependence between organisms and their environments and the levels of organization within an ecosystem.

7th Grade

Unit 11. Genetics. This unit bundles the student expectations that define heredity, compare sexual and asexual reproduction, and recognize that inherited traits of individuals are governed in the genetic material found in genes. This material should include an introduction to the basic structure of DNA. These topics are not covered in either the Grade 6 or 8. It is critical that students grasp these concepts in Grade 7.

Students should understand that traits may be physical (e.g., hair color) or behavioral (e.g., birds nesting). Students should also understand that in some organisms, all the genes come from a single parent (asexual reproduction), whereas in organisms that have sexes, half of the genes come from each parent (sexual reproduction). In sexual reproduction, a single specialized cell from a female merges with a specialized cell from a male. As the fertilized egg, carrying genetic information from each parent, multiplies to form the complete organism with about a trillion cells, the same genetic information is copied in each cell. In asexual reproduction, the offspring are exact copies of the original organism.

Unit 12. Genetic Variations and Adaptations. This unit bundles the student expectations that identify and explain variation within a population or species, as well as identifying some changes in genetic traits that can have occurred over several generations through natural selection and selective breeding. These topics are not covered in either Grade 6 or 8, so it is critical that students grasp these concepts in Grade 7.

Students should understand that traits may be used to classify the organism. Physical traits, as well as some behaviors, are inherited. Differentiating between structure and function in living systems has been removed from Grade 6. It is important that students have an introductory understanding of the differences between structure and function and how they are related to each other, so that they may be able to better understand variations within a population or species. Breeding experiments can illustrate the inheritability of traits and the effects of selection. It was familiarity with selective breeding that stimulated Darwin's thinking that differences between successive generations can naturally accumulate. Genetic engineering of plants and animals for human consumption is a topic students may see in the news. In order to make informed decisions, students need to develop an understanding of the genetic processes.

8th Grade

Unit 13. Experimental Design. This unit bundles student expectations that address safety and scientific thinking. Safety



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guidelines and a brief review of scientific methodology should have been established in Unit 01, so that students are aware of protocol and how to think critically and should have been reinforced throughout the school year. This is not the unit to teach all of the process skills; rather, Unit 13 allows students to apply the knowledge they have obtained throughout the year in a new way that prepares them for high school science.

Prior to this unit, many topics were covered during the course of the year. This unit allows students to explore, in more detail, a topic of interest to them and to design an experiment to address a research-based hypothesis.

Biology

Unit 11. Body Systems. This unit bundles student expectations that address the anatomy and physiology of the human body systems. Prior to this unit, students learned about the type of chemicals and cells that make up animals and the animal kingdom in general. In this unit, students focus on the organs that compose their own bodies and how these organs function in systems to maintain homeostasis for an organism.

Unit 12. Ecology. This unit bundles student expectations that address ecology. Prior to this unit, students learned about all levels of organization in living systems, starting with the smallest- biomolecules. Ecology is taught as the final unit in the course, and it represents the largest level of organization in biology. Ecology encompasses information learned throughout the entire year, including an understanding of biochemistry, cells and cell processes, evolution, microorganisms, plants, and animals and how all these interact with the Earth and with each other.

Chemistry I

Unit 12. Thermochemistry. The transfer of energy is a major aspect of chemistry. Thermochemistry is the study of the transfer of heat energy in chemical reactions. The heat energy can be released or absorbed, depending on the chemical reaction that is being studied.

Unit 12 will revisit the states of matter. This time, the focus will be on the amount of heat needed to be absorbed or released in a chemical reaction for a matter to change states. Stoichiometric calculations of heat transfer and the kinetic molecular theory are also addressed. The formula for enthalpy of reaction listed on the formula sheet for the Chemistry End-Of-Course exam will also be addressed in this unit.

Unit 13. Nuclear Chemistry. This unit addresses concepts related to the study of nuclear chemistry. These concepts include the characteristics of alpha, beta, and gamma radiation, a comparison of fission and fusion, and the process of radioactive decay.

Prior to this unit, students have had very little experience with nuclear chemistry. If the students have taken IPC, they will have had an opportunity to study the concept at a very basic level. If the students did not take IPC, this will be their introduction to nuclear chemistry. For the majority of students, public perception will likely make up the prior knowledge that they bring to this unit.

Environmental Systems

Unit 6. Human Impact on the Environment. This unit bundles student expectations that focus on the impact of human activities on the environment with an emphasis on scientific, technological, economic, and political solutions to environmental problems. Many environmental issues can be controversial and/or complicated. In this final unit, students will be challenged to use information from all prior units to evaluate opposing views, analyze the advantages and disadvantages of solutions to environment problems, and make informed choices towards a sustainable lifestyle.

IPC

Unit 12. Energy: Electricity. This unit bundles student expectations to build upon the concepts of conductivity discussed in the last unit by defining them in a different context using electricity. Students will explore electromagnets, as well as the difference between series and parallel circuits. Electromagnetism serves as an excellent transition to the following unit on waves. For this unit, the previous TEKS remain almost unchanged, except the concept of conduction has been merged with TEKS 5F, which deals with series and parallel circuits.

Unit 13. This unit builds upon the concept of electromagnetism (introduced in the last unit) and addresses the last remaining TEKS dealing with wave definitions, interactions, and application.



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The first lesson in this unit focuses on the properties of waves that were introduced to the students in Grade 8. Some of the concepts from this lesson, such as reflection and refraction were studied as early as Grade 4; however, the concepts of waves, wave properties, and types of waves were only introduced to students in Grade 8. An emphasis on building the vocabulary related to wave properties is a primary focus of this lesson.

The second lesson looks at wave application, such as how waves are used in the real world. Here, students take a look at how different waves affect them directly.

The new TEKS reduce the number of lessons required for the application of waves in real life, leaving more time for the basics of waves including type, terms, and calculations.

Physics I

Unit 12. Waves: Sound and Light. This unit builds upon the concept of electromagnetism (introduced in the last unit) and addresses the last remaining TEKS dealing with wave definitions, interactions, and application.

The first lesson in this unit focuses on the properties of waves that were introduced to the students in Grade 8. Some of the concepts from this lesson, such as reflection and refraction were studied as early as Grade 4; however, the concepts of waves, wave properties, and types of waves were only introduced to students in Grade 8. An emphasis on building the vocabulary related to wave properties is a primary focus of this lesson.

The second lesson looks at wave application, such as how waves are used in the real world. Here, students take a look at how different waves affect them directly.

The new TEKS reduce the number of lessons required for the application of waves in real life, leaving more time for the basics of waves including type, terms, and calculations.

Unit 13. Atomic, Nuclear, and Quantum Physics. This unit addresses the history and applications of quantum mechanics as it relates to atomic structure, the photoelectric effect, and line spectra.

In the early 1900s, as scientists began to look closely at the building blocks of matter and its interactions with energy, the classical laws did not explain their results. New ideas emerged to describe these experiments. In addition to the theory of relativity, which was necessary to describe the very fast and very large, quantum mechanics evolved to describe the properties of the very small. Things which appear to be continuous are really made up of discrete building blocks. (This is not unlike a TV picture which appears continuous but upon closer examination is made up of pixels.) Matter is made of atoms which have internal structure. Light has both wave and particle properties, and the language of wave amplitude has no meaning for a photon. Understanding blackbody radiation and the photoelectric effect requires that light carry energy in discrete bundles. The Rutherford scattering experiment requires a planetary model for the atom and explaining the line spectra for atoms suggests that the orbits are quantized. The story of how quantum physics evolved is interesting and compelling. The story does not end there because the nucleus itself has internal structure.

The discovery, understanding, and use of nuclear phenomena is an important story, which will only be visited briefly in this course. This subject is still in rapid development and, because of the history of the atomic bomb and nuclear energy, the subject can be controversial. The topics of mass to energy conversion, radioactivity and nuclear stability, and commercial uses of nuclear power and medicine will be explored as well.

Science Summer Reading List



Looking for some professional reading for the summer? Here are some suggestions. If you have other titles to suggest, we'd love to hear from you!

Teaching Science with Interactive Notebooks by Kellie Maracarelli

Science notebooks are more than just a way for students to keep track of class notes and vocabulary words. This book provides teachers with ways to make their notebooks an interactive place where students record and analyze observations, reflect on what they have learned (and how they learned it), and self-assess their work. Even if you choose not to go 100% interactive with your science notebooks this book provides strategies and tools to help with writing in science and notebook organization.

Teaching Science in the 21st Century edited by Jack Rhoton and Patricia Shane

A collection of 21 essays centered around five themes this book provides insight into public policy concerns in science education, research, trends, and best practices. The five themes are Within the Science Classroom, Professional Development, Leadership in Science and Learning, Building Science Partnerships and Collaboration, and the Science of Learning Science.

NSTA Tool Kit for Teaching Evolution

The aim of this text is to answer the question, "Why teach evolution?" Full of historical facts, scientific data, legal precedents and other information this book also provides classroom activities and talking points for discussions on the topic. Biology teachers especially should read this book as evolution is tested under STAAR.

Science Worksheets Don't Grow Dendrites by Marcia L. Tate and Warren G. Phillips

Do you have problems motivating your students to learn science? Marcia Tate, author of *Worksheets Don't Grow Dendrites* provides 20 instructional strategies to engage the brain. An overview, theoretical framework, instructional activities, and reflection space are included for each strategy.

Growing Up Digital: How the Net Generation is Changing YOUR World by Donald Tapscott

To make education relevant, we have to understand the Net Generation. Based on Don Tapscott's survey of more than 11,000 young people, this book describes "a remarkably bright community which has developed revolutionary new ways of thinking, interacting, working, and socializing." It explains how the brain of the Net Generation processes information, offers guidelines for educators on tapping in to the Net Gen potential, and describes how the Net Generation is changing every aspect of our society.

Linking Science and Literacy in the K-8 Classroom (NSTA Press)

Ever feel that your time is limited teaching science? This book explores that it isn't just possible to incorporate science in language arts, but it also makes a lot of sense! This book helps make the connection that literacy is an integral part of all content area learning.

Questions Claims and Evidence by Lori Norton-Meier

A recommended read for summer, or for a school book club. This book immerses students in scientific inquiry and writing. It transforms experiments from following directions and making notes into chances to question and apply knowledge to higher level thinking.

Scaffolding Science Inquiry Through Lesson Design by Dr. Michael P. Kelntschy

This book is a must read for understanding designing inquiry based lessons. The authors share research and best practices on how to scaffold inquiry based learning in your classroom.

Science Summer Reading List



Science as Inquiry in the Secondary Setting (NSTA Press)

This is a great summer read for those wanting to strengthen their understandings of inquiry based learning in the secondary classroom. The authors address everything from what inquiry is to how to assess it.

Stop Faking It! Finally Understanding Science so You Can Teach It by Dr. William C. Robertson

A fantastic series that covers everything from force and motion, to light and sound. If this is your first encounter with this series, start off with Force and Motion. Dr. Robertson has easy and fun ways for teachers to learn the basics of force, motion, energy through exploring Newton's Laws of Motion.

The Story of Science by Joy Hakim

An incredible series which begins with "Aristotle Leads the Way," continues with "Newton at the Center," and includes Hakim's most recent "Einstein Adds a New Dimension." These books truly tell the story of science from its earliest beginnings through the physics of Einstein by incorporating the development of mathematics that made many of the great theories and discoveries in science possible.

Making Science Accessible to English Learners by John Carr, Ursula Sexton, and Rachel Lagunoff

A must have for any teacher in grades 6-12 who teaches science concepts to English Language Learners this book provides practical strategies for classroom implementation. The authors also take readers through a complete unit showing how each of the 5Es has been differentiated for use with ELLs.

Science Formative Assessment: 75 Practical Strategies for Linking Assessment, Instruction, and Learning by Page Keeley

Get the FACTS!! **F**ormative **A**ssessment **C**lassroom **T**echniques are introduced and covered in detail in this fantastic resource from NSTA. The author explains integrating FACTS with instruction and learning as well as how to use FACTS with data driven decision making. Each of the 75 FACTS is then described and explained in detail so you will have a complete toolkit of formative assessment strategies ready to go in August.



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Kindergarten

Unit 11. Solving Community Problems. In looking at communities, we see that they all have the same needs, but they solve problems differently. In this unit students investigate how community problems are solved, and then work together to solve a problem. They look first at community problems, and then apply a decision-making process to a problem real to them.

In this unit students again work with the problem-solving process. They focus on common problems that arise in a Kindergarten class and/or playground. The teacher poses problems and leads the students through the decision-making/problem-solving processes. In the succession of lessons students first learn to use the problem-solving process through modeling using a familiar story. They then implement the process by applying their knowledge to an unfamiliar story. In the final lesson students 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.

Unit 12. Communities Change. This unit ties together many of the ideas from the whole year. Students compare their community now to their community long ago, applying many of the social studies concepts learned during the year (e.g. change, chronology, human characteristics of place).

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. All TEKS in this unit have been presented before.

1st Grade

Unit 11. 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.

Thomas Edison patented over 1,000 inventions some of which formed the basis for three industries: electric utilities, phonograph and record companies, and the film industry. While many of his inventions changed the world, it is also important for students to know that Edison was hardworking and persistent. He is quoted as saying, "Genius is one percent inspiration and ninety-nine percent perspiration" when asked to describe the invention process. In spite of many failures, Edison never gave up. He would say "That's one more way it won't work, so we are closer to a solution." The lesson will stress the impact of Edison's inventions and his positive, persistent attitude.

Alexander Graham Bell is primarily known for inventing the telephone. However, he also invented a metal detector, a "photo phone", a breathing machine, and an audiometer. Some of his inventions would later help scientists to develop fiber optics. He had a curiosity that kept him searching and striving to learn and create. This love of learning and the desire to improve daily life led to one of the greatest inventions of all time. Today, every region of the world is connected by the telephone. The lesson focuses on the life of Alexander Graham Bell, the inventor of the telephone. The impact of the telephone on communication and society will also be explored.

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. 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.



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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. In the first lesson of Unit 12, students compare and contrast the present with the past in the areas of transportation, communication, recreation, household tools. Students look at changes in school as a student version of work. The lesson encourages students to talk with adults and family members about changes, to conduct visual analysis of pictures depicting objects and scenes from the past, and to compare the past with the present.

The second lesson continues the comparison of past and present in a new context, looking at celebrations, especially Independence Day. Our nation is also constantly experiencing change. Some changes have occurred because the people of the nation wanted change. The birth of our nation was a result of colonists wanting a change in how they were governed. The second lesson helps students understand how our nation was formed, why we celebrate Independence Day and how that holiday has changed. It combines many of the concepts taught throughout the year (community, celebration, traditions, citizenship, change, etc.) and has students using the skills they have learned.

2nd Grade

Unit 11. 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. Our Community Has Changed! (Research). In the final unit of the year, second graders’ study of the local community culminates with students conducting research on the history of the community and its people. Throughout the year, students have studied their local community by examining the impact of significant individuals and events on the history of the community. In this 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. 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.

In Lesson 1, students study legends, Daniel Boone and Davy Crocket, real people whose heroic deeds are often embellished and have become part of American folklore. In Lesson 2, students examine people they have studied during the year, evaluating the choices these people made. In Lesson 3, students look at the local community and identify people who can be called heroes.

In Unit 10, students learned about ancient heroes and how tales of old were told to remember the deeds and people who achieved them. Hero tales also teach lessons, hold up certain behaviors as model, and pass on values and beliefs of a culture. This unit prepares students for the next unit where they will nominate a local community member to receive a Good Citizen Award from the class.



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Unit 12. 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.

According to the Texas Social Studies Framework (<http://www.tea.state.tx.us/ssc/>), “The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.” The TEKS state that third graders study “people who made a difference, influenced public policy and decision making, and participated in resolving issues that are important to all people. Throughout Grade 3, students develop an understanding of the economic, cultural, and scientific contributions made by individuals.” 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. Texas Today. Throughout the year students have seen the impact of governments on people and events in Texas and the impact of people on government. Unit 11 takes a more detailed look at the structure and organization of Texas government. The unit is designed to help students understand the importance of voluntary individual participation in the democratic process by looking at examples of individuals who have made a difference by participating in Texas government.

Unit 12. Progress of Today. This final unit focuses on how modern technology unit revolutionizing Texas and the world. A changing economy and a growing population present major challenges for Texas in the years to come. Changes in communication and technology are key components; they now connect people around 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. 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 both 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. The United States Today. *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.*

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.

6th Grade

Unit 11. Southeast Asia. Societies in East Asia are numerous and quite diverse. There have been significant changes to the area during the contemporary era. 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



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variety of new people, new ideas, empires, and colonialism. In the years since World War II, the countries of Southeast Asia 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. Australia and the Pacific Realm. The unit focuses on 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 1800s, geographers divided the islands of the Pacific Ocean into three groups. The three groups are Micronesia, Melanesia, and Polynesia. During the late 1800s, colonial rule from Britain, Germany, France, Spain and the United States impacted the region. Colonial rule brought cultural, economic, governmental, and physical changes. Today, 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 the 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

Unit 11. Texas Government and Citizenship. This unit focuses on the Texas government and the role of 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. A unit focus is 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. Points of View on Texas Today. This unit focuses on the social studies skill of point of view. 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

Unit 11. Legacies of the Civil War. This unit explores two legacies of the Civil War: ending slavery and the leadership example Lincoln set forth. Due to time constraints prior to Unit 10, little attention was given to slavery in America; this unit rectifies that. Lesson 1 explores the social, political and economic legacy of slavery. Lesson 2 illustrates Lincoln's leadership and its implications for future leaders.

Unit 12. Reconstruction. The final unit of Grade 8 focuses on 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 re-

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criminations was ended abruptly with his assassination in April 1865. Andrew Johnson planned to continue Lincoln's Plan, and was much more lenient than the Radical Republicans, in Congress, preferred. Eventually the Radical Republicans became effective in corralling the South into 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 condition of the South's economy after the war required a great deal of attention. Lesson 2 focuses on 3 types of "individuals" (scalawags, carpetbaggers and sharecroppers) that contributed to the economy (either positively or negatively).

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. Lesson 3 focuses on the life of African Americans from 1865-1900 and includes information on the Black Codes, Plessy v Ferguson, etc.

Economics

Unit 5. 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. 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 schedule to cover personal financial literacy requirements. Use the materials selected by your district from the list of SBOE approved PFL Materials, available at <http://www.tea.state.tx.us/index2.aspx?id=3523>. To support learning about personal financial literacy, units 1-5 of this course incorporate some of the PFL topics wherever appropriate.

This unit may be used at the beginning of the semester to enhance relevance of concepts taught throughout the course, or it may be used at the end of the semester to tie all ideas together and apply learned concepts to students' lives.

Personal Financial Literacy (§74.34. Additional Requirements for Economics Classes, Grades 9-12.)

(a) A school district and an open-enrollment charter school **shall incorporate instruction in personal financial literacy** into any course meeting a requirement for an economics credit, **using the materials approved by the State Board of Education for this purpose** in accordance with Texas Education Code, §28.0021.

(b) A school district may add elements at its discretion but must include the following areas of instruction:

- (1) understanding interest and avoiding and eliminating credit card debt;
- (2) understanding the rights and responsibilities of renting or buying a home;
- (3) managing money to make the transition from renting a home to home ownership;
- (4) starting a small business;
- (5) being a prudent investor in the stock market and using other investment options;
- (6) beginning a savings program and planning for retirement;
- (7) bankruptcy;
- (8) the types of bank accounts available to consumers and the benefits of maintaining a bank account;
- (9) balancing a checkbook;
- (10) the types of loans available to consumers and becoming a low-risk borrower;
- (11) understanding insurance; and
- (12) charitable giving.

Government

Unit 5. Judicial Branch: The Courts. 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

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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. Participating in Government. 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.

US History

Unit 11. The American Culture. This unit focuses on the relationship between art and the times, advancements in science and technology, and the exportation of “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 with regard to the arts, while others, like the United States, began experimenting and exporting more liberal interpretations of drama, literature, television programs, art and music. Mass media caused a “culture war” that was embraced by some countries and banned by others. Still others embraced some elements of American culture, such as scientific and technological innovations, while rejecting other more liberal aspects of American culture.

Unit 12. America Today. The last unit focuses on the United States today, primarily in the area of foreign policy. At the beginning of the twentieth-first century, America’s future looked promising, due 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.

World Geography

Unit 11. Southeast Asia. This unit will focus on the changes in the Southeast Asian landscapes, economies, and cultures. 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.

Unit 12. Australia and Oceania. This unit focuses on the regions of Australia and 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. The Realignment of Nations. The TEKS bundled in this unit represent the two political-economic systems that emerged after World War II and the people who sought to make changes in their nations. A primary focus is on the power struggle between the Western Democratic power and the Eastern Communist power wanting to expand their doctrines.

Unit 12. The Modern World. This unit provides an opportunity for students to obtain a broad overview of many different nations (in the Middle East, Central and South America, and Africa) and the individuals (such as Gandhi) issues, and choices they made or are currently making that drive the events in their countries.

Social Studies Summer Reading List



Looking for some professional reading for the summer? Here are some suggestions. If you have other titles to suggest, we'd love to hear from you!

This list is composed of several books to aid in expanding content knowledge. The attempt was made to create a list that covered a wide variety of topics.

Texas History

- Barr, Juliana. *Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands*. Washington, DC: The University of North Carolina Press, 2007. Print.
- Brands, H. W.. *LONE STAR NATION: The Epic Story of the Battle for Texas Independence*. First Edition ed. New York: Anchor Books, 2005. Print.
- Fehrenbach, T. R.. *Lone Star: A History of Texas and the Texans*. Subsequent ed. New York and Washington D.C.: Da Capo Press, 2000. Print.
- Frazier, Donald S., and Robert F. Pace. *Frontier Texas: History of a Borderland to 1880*. College Station: Texas A&M University Press, 2004. Print.
- Frazier, Donald S., and Robert F. Pace. *Frontier Texas: History of a Borderland to 1880*. College Station: Texas A&M University Press, 2004. Print.
- HWBrands. *Lone Star Nation The Epic Story of the Battle for Texas Independence - 2005 publication*. New York: Anchor , 2005., 2005. Print.
- Mcdonald, Archie P.. *Texas: A Compact History*. Austin: State House Press, 2007. Print.
- The Texas Heritage*. 4 ed. Wheeling: Harlan Davidson, 2003. Print.
- Walter, Tamra Lynn. *Españito Santo de Zúñiga: A Frontier Mission in South Texas (Texas Archaeology and Ethnohistory)*. 1 ed. Austin: University of Texas Press, 2009. Print.
- Walter, Tamra Lynn. *Españito Santo de Zúñiga: A Frontier Mission in South Texas (Texas Archaeology and Ethnohistory)*. 1 ed. Austin: University of Texas Press, 2009. Print.

U.S. History

- Anderson, Terry H. *The Movement and the Sixties*. New Ed ed. New York: Oxford University Press, USA, 1996. Print.
- Branch, Taylor. *Pillar of Fire: America in the King Years 1963-65 (America in the King Years)*. New Ed ed. New York: Simon & Schuster, 1999. Print.
- Brands, H. W. *Andrew Jackson: His Life and Times*. New York: Doubleday Books, 1980. Print.
- Brands, H. W. *The Devil We Knew: Americans and the Cold War*. New York: Oxford University Press, USA, 1994. Print.
- Brands, H. W. *The Money Men: Capitalism, Democracy, and the Hundred Years' War over the American Dollar (Enterprise)*. 2007. Reprint. New York: W. W. Norton, 2007. Print.
- Brands, H. W. *American Dreams: The United States Since 1945*. New York: Penguin Press HC, The, 2010. Print.
- Brands, H.W. *Traitor to His Class: The Privileged Life and Radical Presidency of Franklin Delano Roosevelt*. 2009. Reprint. New York: Anchor, 2009. Print.
- Coontz, Stephanie. *The Way We Never Were: American Families and the Nostalgia Trap*. New York: Basic Books, 2000. Print.
- Down and Out in the Great Depression: Letters from the Forgotten Man*. Twenty-fifth Anniversary Edition ed. Washington, DC: The University of North Carolina Press, 2008. Print.
- Fleahinger, Brett. *The 1912 Election and the Power of Progressivism: A Brief History with Documents (The Bedford Series in History and Culture)*. Boston: Bedford/St. Martin's, 2002. Print.
- Flynn, Kathryn, and Richard Polese. *New Deal, The: A 75th Anniversary Celebration*. 1 ed. Layton: Gibbs Smith, Publisher, 2008. Print.
- Keegan, John. *The American Civil War: A Military History*. New York: Knopf, 2009. Print.

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- Keegan, John. *The First World War*. New York: Vintage, 2000. Print.
- Larson, Edward J., James Madison, and Michael P. Winship. *The Constitutional Convention: A Narrative History from the Notes of James Madison (Modern Library Classics)*. New York: Modern Library, 2005. Print.
- McCullough, David. *Truman*. 1993. Reprint. New York: Simon & Schuster, 2003. Print.
- McCullough, David. *Mornings On Horseback: The Story of an Extraordinary Family, a Vanished Way of Life, and the Unique Child Who Became Theodore Roosevelt*. Abridged ed. New York: Simon & Schuster Audio, 2003. Print.
- McCullough, David. *1776*. 2005. Reprint. New York: Simon & Schuster, 2006. Print.
- McCullough, David. *John Adams*. Reissue ed. New York, NY: Simon & Schuster, 2008. Print.
- McMath, Robert C.. *American Populism: A Social History 1877-1898 (American Century Series)*. New York: Hill And Wang, 1990. Print.
- Takaki, Ronald. *A Different Mirror: A History of Multicultural America*. New York: Back Bay Books, 2008. Print.
- Yeziarska, Anzia. *Bread Givers: A Novel*. 3rd ed. New York: Persea Books, 2003. Print.

World Geography

- Baldwin, Richard, Rikard Forslid, Philippe Martin, Gianmarco Ottaviano, and Frederic Robert-Nicoud. *Economic Geography and Public Policy*. Princeton: Princeton University Press, 2005. Print.
- Blij, Harm De. *Why Geography Matters: Three Challenges Facing America: Climate Change, the Rise of China, and Global Terrorism*. New Ed ed. New York: Oxford University Press, USA, 2007. Print.
- Blij, Harm De. *The Power of Place: Geography, Destiny, and Globalization's Rough Landscape*. New York: Oxford University Press, USA, 2008. Print.
- Boehm, R., & Peterson, J. (Ed.). (1997). *The First assessment: research in geographic education*. South-west Texas State University. Print.
- Friedman, Thomas L.. *Hot, Flat, and Crowded: Why We Need a Green Revolution--and How It Can Renew America*. 1 ed. New York: Farrar, Straus and Giroux, 2008. Print.
- Goodwin, Conrad Mac, Alex Pulsipher, and Lydia Mihelic Pulsipher. *World Regional Geography: Global Patterns, Local Lives (with Subregions)*. 4th ed. New York: W. H. Freeman, 2007. Print.
- The Introductory Reader in Human Geography: Contemporary Debates and Classic Writings*. Chicago, Illinois: Blackwell Publishing Limited, 2007. Print.
- Kemball, W. (Ed.). (1995). *Spaces and places: a geography manual for teachers*. Print.
- Laffon, Caroline, and Martine Laffon. *Mapping the World: Stories of Geography*. Toronto: Firefly Books, 2009. Print.
- Pulsipher, Alex, and Lydia Mihelic Pulsipher. *World Regional Geography Concepts*. New York: W. H. Freeman, 2009. Print.
- Writings*. Chicago, Illinois: Blackwell Publishing Limited, 2007. Print.

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- Cunxin, Li. *Mao's Last Dancer*. Walker Books for Young Leaders, 2010. Print.
- Doherty, Berlie. *The Girl Who Saw Lions*. Roaring Book Press/A Neal Porter Book, 2008. Print.
- Goltz, Anna von der. *Hindenburg: Power, Myth, and the Rise of the Nazis (Oxford Historical Monographs)*. London: Oxford University Press, 2009. Print.
- Greenwood, Mark. *The Donkey of Gallipoli: A True Story of Courage in World War I*. Candlewick Press, 2008. Print.
- Keegan, John. *The Mask of Command*. New York: Penguin USA (Paper), 1989. Print.
- Lane, Jason. *General and Madam de Lafayette: Partners in Liberty's Cause in the American and French Revolutions*. 1 ed. Lanham, MD: Taylor Trade Publishing, 2003. Print.
- Layson, Annelex Hoftra w. Viola, Herman. *Lost Childhood: My Life in a Japanese Prison Camp during World War II*. National Geographic Books, 2008. Print.

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Mises, Ludwig Von. *Omnipotent Government: The Rise of the Total State and Total War*. -: Libertarian Press, Incorporated, 1944. Print.

McCully, Emily Arnold. *Manjiro: The Boy Who Risked His Life for Two Countries*. Farrar, Straus and Giroux Books for Young Readers, 2008. Print.

Qamar, Amjed. *Beneath My Mother's Feet*. Atheneum, 2009. Print.

Roberts, J. M.. *The New Penguin History of the World*. 5 Rev Upd ed. Boston: Penguin (Non-Classics), 2007. Print.

Takeyh, Ray. *Guardians of the Revolution: Iran and the World in the Age of the Ayatollahs*. New York: Oxford University Press, USA, 2009. Print.



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