

## Matrix B (Modified) for Social Studies 7-12/History 7-12 for Accredited Programs Currently Approved To Offer Certification in Social Studies 8-12/History 8-12

NOTE: THERE IS NO CHARGE TO SUBMIT THIS MATRIX.

**Part I:** Complete ONE Matrix B for *Social Studies 7-12 and/or History 7-12*. **Provide the course/module names**(s) and description. Provide a description of major projects and activities. **Provide appropriate assessments:** Describe how each candidate will be assessed for mastery of knowledge and skills. Provide detailed information on the assessments identified—the specific content the assessments will cover and to what level candidate mastery will be evaluated by both traditional and performance assessments (i.e., the grading scale, how the assessment will be graded,). Include assessments which measure both skill and knowledge. **Examples of assessments:** 1) Twenty-item multiple choice quiz over vocabulary graded at 80% mastery; or 2) Lesson plan using cooperative learning for 7<sup>th</sup> grade students. Candidate is graded on a six-point rubric with mastery at 80% of the rubric criteria; (3) development of a thematic unit on the Indians of Texas. Others examples include case studies, action research, portfolio projects, research reports, presentations, etc.

Part II: Complete the following alignment charts:

- A. Social Studies/History alignment chart for Texas history to educator standards, domains, and competencies.
- B: TEKS alignment chart.

Part III: Complete the instructor chart on instructors who will be responsible for delivering this content.

Submit the completed matrix by email to <u>sandra.nix@tea.state.tx.us.</u> Sandra Jo Nix, Manager, Educator Preparation, 5-100E, Texas Education Agency, 1701 North Congress Ave., Austin, TX 78701, (512) 936-8233. THERE IS NO CHARGE FOR THIS MATRIX.

### Matrix B (Modified) For Social Studies 7-12/History 7-12 for Currently Accredited Programs For currently accredited programs APPROVED to offer certification in Social Studies 8-12/History 8-12

Educator Preparation Program Name:	County-District Number:	
Approval forSocial Studies 7-12History 7-12	Fee: NONE	
Check All Program(s) [for which you are applying]: Traditional Undergraduate	_Alternative Certification	Post Baccalaureate
Primary Contact Person:		
Email:		
Phone:		
Submission Date:		
Approval Date:		



## Part I. Complete the curriculum matrix below as shown.

Course/Module Name With description	Major Projects and Activities	<b>DESCRIBE</b> the Contents of the Assessment Instrument(s) and HOW the candidate will be evaluated for mastery. Please provide details.
Sample Entry: SS 1301 or Module 1 Cultures of Texas	Sample Entry: Content Knowledge: Research paper on the various cultures that settled	Sample Entry: Content Knowledge Assessment: Research Paper evaluated a 10 point rubric with at least 8 areas
This module will cover the Spanish, French, German, Indian cultures and	Texas.	of the rubric evaluated as acceptable.
their contributions to the development of Texas.	Mid-term Test	100 questions with 80% mastery.
	Final Examination	100 multiple choice questions with 80% mastery
	Implementation of Content Knowledge:	Implementation of Content Knowledge Assessment:
	Develop Five Lesson Plans focusing on three cultures that were instrumental for the settling of Texas .	Evaluated with 10 point rubric.
	Two Demonstration Mini-Lessons	Evaluated with 6 point rubric.



# A. Complete the Social Studies/History Standards, Domains, Competencies Chart.

Please indicate where in the curriculum your program addresses the relevant Social Studies	Identify Courses. Modules, and/or Training														
7-12/History 7-12 Standards, Domains, and Competencies for Texas History. <i>TAC§228.30</i> ( <i>a</i> )															
Teacher Knowledge: What the teacher knows.				Γ											
4.1k traditional historical points of reference in the history of Texas, the United States, and the world;															
4.2k the historical significance of customs, holidays, landmarks, and celebrations in the community, state, and nation;															
4.3k the concept of chronology and how it is used to understand history and historical events;															
4.4k how various sources provide information about the past;															
4.5k the individuals, events, and issues that shaped the history of Texas;															



Please indicate where in the curriculum your program addresses the relevant Social Studies	Identify Courses. Modules, and/or Training												
7-12/History 7-12 Standards, Domains, and Competencies for Texas History. <i>TAC</i> §228.30 ( <i>a</i> )													
Teacher Knowledge: What the teacher knows.													
4.6k the causes and effects of European exploration													
4.7k the similarities and differences of Native-American groups in Texas and the Western Hemisphere before European colonization;													
4.8k common characteristics of communities, past and present;													
4.9k the impact of science and technology on the development of societies; and													
4.10k how geographic contexts (the geography of places in the past) and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present.													



Please indicate where in the curriculum your program addresses the relevant Social Studies	Identify Courses. Modules, and/or Training														
7-12/History 7-12 Standards, Domains, and Competencies for Texas History. <i>TAC</i> §228.30 ( <i>a</i> )															
Application: What the teacher can do.															
4.1s locate, differentiate between, and use primary and secondary sources such as technology, databases, media and news services, biographies, interviews, and artifacts to acquire historical information;															
4.2s analyze and evaluate the validity of information in relation to bias, propaganda, point of view, and frame of reference;															
4.3s analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;															
4.4s use the process of historical inquiry to research, organize, and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;															



Please indicate where in the curriculum your program addresses the relevant Social Studies		 Ide	entify	Cou	rses. I	Modu	les, ai	nd/or	Traiı	ning	 	
7-12/History 7-12 Standards, Domains, and Competencies for Texas History. <i>TAC</i> §228.30 ( <i>a</i> )												
Application: What the teacher can do.												
4.5s apply different methods of interpreting the past to understand, evaluate, and support multiple points of view, frames of reference, and the historical context of events and issues;												
4.6s use appropriate skills to interpret social studies information such as maps and graphs;												
4.7s translate information from one medium to another, including written to visual and statistical to written or visual, using technology as appropriate, to create written, oral, and visual presentations of information related to historical issues;												
4.8s communicate historical information and ideas in written, oral, and visual forms;												



#### **B. TEKS Alignment Chart for Texas History**

#### **Introduction:**

In Grade 7, students study the history of Texas from early times to the present. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations on the development of Texas in various industries such as agricultural, energy, medical, computer, and aerospace. Students use primary and secondary sources to acquire information about Texas. To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, novels, speeches, letters, diaries, poetry, songs, and images is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies. The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies content from the various disciplines and critical-thinking skills are taught



Please indicate where the relevant Texas Essential Knowledge and Skills (TEKS) for the identified certificate are addressed	Content and Methodology Preparation (Identify course/module)													
in your Social Studies 7-12/History 7-12 Texas curriculum <i>TAC§228.30 (a)</i>	Module 1 (Example)													
History. The student understands traditional historical points of reference in Texas history.														
History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas.														
History. The students understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas.	х													
History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood.														
History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction.	х													
History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century.														
History. The students understands how individuals, events, and issues shaped the history of Texas during the 20 <sup>th</sup> and early 21 <sup>st</sup> centuries.														
Geography. The student uses geographic tools to collect, analyze, and interpret data.														
Geography. The student understands and the locations and characteristics of places and regions of Texas.														
Geography. The student understands the effects of the interaction between humans and the environment in Texas during the $19^{th}$ , $20^{th}$ , and $21^{st}$ centuries.														
Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19 <sup>th</sup> , 20 <sup>th</sup> , and 21 <sup>st</sup> centuries														
Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society.														



Please indicate where the relevant Texas Essential Knowledge and Skills (TEKS) for the identified certificate are addressed	Content and Methodology Preparation (Identify course/module)													
in your Social Studies 7-12 Texas curriculum TAC§228.30 (a)														
Economics: The student understands the interdependence of the Texas economy with the United States and the world.														
Government. The student understands the structure and functions of government created by the Texas Constitution.														
Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society.														
Culture. The student understands the concept of diversity within unity in Texas.														

Part III. Complete the table provided. Include information for each faculty member responsible for professional coursework.

Faculty Member/Instructor's Name	Highest Degree, Field, & University	Assignment: What course/module will the instructor teach?	Certified Texas Teacher (Yes/ No)	Certification Area(s)	Teaching or other professional experience in P-12 schools

