



| TEKS Requirement (Secondary)  |  | Sem | Lesson & Assignment Number   | Textbook Chapter/Page # | Bloom's Taxonomy |
|---|--|-----|--|-------------------------|------------------|
| (II) 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; |  |     | L1.Q1-21.A1; L2.Q1-13.A.1, 1-5; L3.Q1-29.A3; L4.Q1-15.A1; L5.Q1-4; L6.Q1-17; L7.Q1-18; L8.Q1-20.A1; L9.Q1-16 |                         | Analyze          |
| (III) identify points of view from the historic context surrounding an event and the frame of reference that influenced the participants;   |  |     | L2.A1; L3.Q4-5; L4.A1; L8.A1   |                         | Analyze          |
| (IV) support a point of view on a social studies issue or event;  |  |     | L4.A1  |                         | Evaluate         |
| (V) identify bias in written, oral, and visual material;  |  |     |  |                         | Analyze          |
| (VI) evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and   |  |     | L1-9.RP  |                         | Evaluate         |
| (VII) use appropriate mathematical skills to interpret social studies information such as maps and graphs.  |  |     |  |                         | Evaluate         |
| (ii) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:  |  |     |  |                         |                  |
| (I) use social studies terminology correctly;   |  |     | L1-9 (expected for Research Project and all Written Responses)   |                         | Apply            |
| (II) use standard grammar, spelling, sentence structure, and punctuation;   |  |     | L1-9 (expected for Research Project and all Written Responses)   |                         | Apply            |
| (III) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and  |  |     | L2.A1; L6.A1; L7.A1; L8.A1   |                         | Apply            |
| (IV) create written, oral, and visual presentations of social studies information.  |  |     | L1-9.RP; L1.A1; L2.A1; L3.A1; L4.A1; L6.A1; L7.A1; L8.A1   |                         | Create           |
| (iii) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:  |  |     |  |                         |                  |
| (I) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and           |  |     | L4.A1; L5.Q4   |                         | Apply            |
| (II) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.   |  |     | L4.A1; L5.Q4   |                         | Apply            |
| <i>(2) Texas Essential Knowledge and Skills for Independent Study in English (One-Half to One Credit).</i>  |  |     |  |                         |                  |

| TEKS Requirement (Secondary)   |  | Sem | Lesson & Assignment Number                               | Textbook Chapter/Page # | Bloom's Taxonomy |
|--|--|-----|--|-------------------------|------------------|
| (A) Introduction. Students enrolled in Independent Study in English write in a variety of forms for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written compositions on a regular basis, and carefully examine their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Independent Study in English students are expected to write in a variety of forms including business, personal, literary, and persuasive texts for a variety of audiences and purposes. Writing is used as a tool for learning as students create, clarify, critique, and express appreciation for others' ideas and responses. Independent Study in English students evaluate their own written work as well as the work of others. Students continue to read extensively in increasingly difficult texts selected in multiple genres for a variety of purposes. When comprehension breaks down, students effectively and efficiently monitor and adjust their use of a variety of comprehension strategies. Students respond to texts through talking and writing in both traditional print and electronic formats. Students connect their knowledge of the world and the knowledge they gather from other texts with the text being read. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning. |  |     |  |                         |                  |
| <b>(B) Knowledge and skills.</b>   |  |     |  |                         |                  |
| (i) Writing. The student uses writing as a tool for learning and research. The student is expected to:   |  |     |  |                         |                  |
| (I) use writing to formulate questions, refine topics, and clarify ideas;  |  |     | L1-9.RP  |                         | Apply            |
| (II) use writing to organize and support what is known and what needs to be learned about a topic;   |  |     | L1-9.RP  |                         | Evaluate         |
| (III) compile information from primary and secondary sources using available technology;   |  |     | L1-9.RP;<br>L4.A1  |                         | Create           |
| (IV) use writing to discover, record, review, and learn;   |  |     | L1-9.RP;<br>L1.A1; L4.A1;<br>L6.A1; L7.A1;<br>L8.A1      |                         | Analyze          |
| (V) organize notes from multiple sources, including primary and secondary sources, in useful and informing ways;   |  |     | L1-9.RP  |                         | Create           |
| (VI) link related information and ideas from a variety of sources;   |  |     | L1-9.RP;<br>L1.A1; L4.A1;<br>L7.A1                       |                         | Evaluate         |
| (VII) represent information in a variety of ways such as graphics, conceptual maps, and learning logs;   |  |     | L2.A1; L3.A1;<br>L6.A1;<br>L7.Q18.A1;<br>L8.A1; L9.Q9-16 |                         | Create           |
| (VIII) compile written ideas and representations, interpret empirical data into reports, summaries, or other formats, and draw conclusions; and  |  |     | L8.Q4  |                         | Create           |
| (IX) use writing as a tool such as to reflect, explore, or problem solve.  |  |     | L1.RP; L1.A1;<br>L4.A1; L6.A1;<br>L7.A1; L8.A1           |                         | Create           |
| (ii) Reading. The student inquires through reading and researching self-selected and assigned topics. The student is expected to:  |  |     |  |                         |                  |
| (I) read widely to establish a specific area of interest for further study;  |  |     | L1.RP; L1.A1;<br>L4.A1; L7.A1                            |                         | Evaluate         |
| (II) generate relevant, interesting, and researchable questions with instructor guidance and approval;   |  |     | L1-9.RP  |                         | Create           |
| (III) locate appropriate print and non-print information using text and technical resources, including databases;  |  |     | L1-9.RP  |                         | Understand       |
| (IV) use text organizers such as overviews, headings, and graphic features to locate and categorize information;   |  |     | L7.Q18; L7.A1;<br>L8.A1                                  |                         | Understand       |
| (V) organize and record new information in systematic ways such as notes, charts, and graphic organizers;  |  |     | L3.A1; L7.Q18;<br>L8.Q20.A1;<br>L9.Q9-16                 |                         | Create           |

| TEKS Requirement (Secondary)  |  | Sem | Lesson & Assignment Number           | Textbook Chapter/Page # | Bloom's Taxonomy |
|---|--|-----|--------------------------------------|-------------------------|------------------|
| (VI) produce research projects and reports in various forms for audiences;  |  |     | L1-9. RP;<br>L1.A1.; L4.A1;<br>L7.A1 |                         | Create           |
| (VII) draw relevant questions for further study from the research findings or conclusions; and                                      |  |     | L1-9.RP                              |                         | Evaluate         |
| (VIII) conduct a research project(s), producing an original work in print or another medium with a demonstration of advanced skill. |  |     | L1-9.RP                              |                         | Create           |
| (iii) Viewing/representing. The student produces visual representations that communicate with others. The student is expected to:   |  |     |                                      |                         |                  |
| (I) use a range of techniques in planning and creating media text; and  |  |     | L6.A1; L7.A1                         |                         | Create           |
| (II) prepare and present a research project.  |  |     | L1-9.RP                              |                         | Create           |
| <i>Statutory Authority: The provisions of this §74.36 issued under the Texas Education Code, §28.011.</i>                           |  |     |                                      |                         |                  |
| <i>Source: The provisions of this §74.36 adopted to be effective September 1, 2008, 33 TexReg 7159.</i>                             |  |     |                                      |                         |                  |