THE UNIVERSITY OF TEXAS AT SAN ANTONIO
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Department of Interdisciplinary Studies and Curriculum & Instruction
C&I 4303.902 Approaches to Teaching Social Studies Incorporating Language Arts and Fine Arts EC-6        SPRING 2010
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COURSE SYLLABUS

C & I 4303: APPROACHES TO TEACHING SOCIAL STUDIES INCORPORATING LANGUAGE ARTS AND FINE ARTS—GRADES EC-6
(3-0) 3 hours of credit: Completion of all requirements for admission to teacher certification and completion of ECE 3063, RDG 3813, RDG 3513, RDG 3803. A study of methods and materials for teaching social studies in EC-6. Special emphasis is placed on an integrated approach to instruction. Students will develop a social studies-based thematic unit with a focus on the integration of language arts and fine arts. A minimum of three to five hours of weekly field-based experience in a preschool/elementary school classroom during the semester is required. This course must be completed with a grade of ‘B’ or better for it to serve as a prerequisite for C&I 4616.

REQUIRED TEXTS


Any other readings as assigned.

DEPARTMENT OF INTERDISCIPLINARY LEARNING AND TEACHING

MISSION
Fostering intellectual and professional growth and integrity
VISION
The mission of the department of ILT is to foster the intellectual and professional growth and integrity of students and faculty through critical reflection and dialogue, civic responsibility, and leadership. This mission will be accomplished by nurturing a community of interdisciplinary learners who:

- Promote excellence in academic and pedagogical knowledge and research
- Engage in reflective practice
- Embody a strong professional identity and can articulate their philosophies and values
- Value diversity and multiple perspectives
- Promote equality and social justice
- Care about their students and their profession
- Advocate for educational change and reform

GOALS
The department of ILT will create a context that nurtures interdisciplinary learners who:

- Acquire and demonstrate content and discipline knowledge
- Demonstrate an awareness and acknowledgement of and engagement in research-based, reflective, culturally responsive practices
- Are producers, disseminators, and critical consumers of research
- Demonstrate an awareness and acknowledgment of and engagement in social justice and equitable practices
- Articulate their professional philosophy and demonstrate a strong professional identity

PURPOSE

Educators realize to be effective in teaching the diverse children in today’s classroom, learning must be integrated and made meaningful to the lives of the children they teach. This fact precludes teaching subjects in isolation as unrelated separate disciplines. This is especially important for children in Pre-K through 6th grade. Therefore, in this course, teacher candidates learn how to teach the social studies content using language skills to help children read, reflect, and talk about what they are learning. The teacher candidates also learn how to enhance the social studies and language arts by integrating the study and use of fine arts into the curriculum. This course is designed so that teacher candidates have multiple opportunities to build on understandings and skills from their earlier classes in the professional sequence, as they interact with others (peers, children, classroom teachers, the course instructor) in a variety of learning experiences (as both students and teachers), and as they engage in critical reflection on those experiences.
Objectives:
1. To develop an understanding of various approaches/models to teaching social studies that includes language arts and fine arts.
2. To emphasize the interdisciplinary nature of instruction in the early grades, while systematically developing foundational competencies in social studies that incorporates language arts and fine arts.
3. To examine the Prekindergarten Guidelines and K-6 Texas Essential Knowledge and Skills in social studies, language arts, art and music throughout the EC-6 continuum, and relate these standards to research-based instructional practice in diverse settings.
4. To develop and apply understandings of diverse children’s language, literacy and culture and to provide active, meaningful learning opportunities in social studies consistent with the community and cultures of the children and the goals of the instructional program.
5. To plan and implement social studies units, projects and lesson plans that are anti-bias and multicultural, and use technology and school and community resources.
6. To become familiar with a variety of available programs, resources and classroom organization relevant to instruction in the social studies.
7. To implement and monitor the use of technology as a tool for teaching and learning in the content area of social studies.
8. To apply principles of classroom management and positive discipline in instructional settings.
9. To develop and refine knowledge of authentic assessments in social studies, language arts and fine arts, and to apply this understanding to ongoing assessment in the classroom.

Grading Criteria
Grading criteria and specifications for each assignment will be given by the instructor. The following conditions apply to all assignments. Professional behavior and attitude is expected at all times with regard to completing all required assignments on time and in a manner expected of future teachers.

1. Assignments must be turned in on or before the specified due date. Assignments are due at the beginning of class. Only emergency situations will be evaluated at the discretion of the instructor.
2. Assignments must be complete upon submission. No incomplete assignments will be accepted. No resubmissions will be allowed unless requested by the instructor.
3. All written assignments should be prepared in a manner that is neat and error-free. This assumes you have proofread your work for grammar, spelling, punctuation, and sentence construction. Grades will be affected by the lack of attention paid to these areas as this is unacceptable in a future teacher.
4. All assignments must be typed using word processing software unless otherwise indicated by the instructor. Facilities are available to students on campus for this purpose. A cover sheet or heading at the beginning of the assignment should be used to identify your name, date, and title of the assignment. Your name should appear at the top of all subsequent pages. Papers with multiple copies must be stapled.
5. If a late assignment is accepted, a penalty of 5% reduction will be deducted per day late.
**Course Requirements**
As pre-professionals heading to student teaching, it is expected that students will complete all assignments for this course. These assignments are designed to bring students one step further in their professional development and prepare them for their teaching apprenticeship.

**Field Placement**
The student must complete a **full day of field work** in an assigned classroom on a weekly basis. Field work will consist of assisting children during learning activities, and teaching of lessons. It is expected that students will be interacting with children during field placement hours, not merely observing. Students will work with children in large and small groups, and one-to-one tutoring types of activities as requested by the cooperating teacher. Although no individual grade is attached to field work, assignments cannot be completed without completing the required time for field work. **A student failing to complete the required field work will not receive a grade for the course or may receive a failing grade for the course. If you are going to be absent from fieldwork, you must contact your CT and course instructor before 8:00am.**

**Field Trip to the Institute of Texan Cultures**
This professional development opportunity at the ITC will provide students with resources for teaching social studies that can be connected back to the classroom. Students will develop an activity that could be used as either a pre-or post activity for one of the exhibits at the ITC. Format for this activity will be provided by the instructor.

**Lessons Taught in Field Placement**
Under the supervision of the cooperating teacher (substitute teachers are not valid supervisors) the student will plan and teach at least 3 lessons from the content material used in the field-based placement in which the student has been assigned. Lessons will be planned for **whole class instruction** and **one lesson** will relate to a thematic unit topic under investigation in the field placement. In planning lessons, the student will be expected to show evidence of addressing the TEKS, Social Studies Strands, as well as the diverse needs and abilities of the children in their field placement.

Lesson topics **must be discussed with the cooperating teacher** prior to preparing a lesson plan. The lessons will follow a lesson plan format provided in class. **Lesson plans must be turned in for review and feedback from the cooperating teacher before teaching, and for grading to the instructor before teaching. Follow the lesson plan schedule for dates.** Lessons will not be taught without prior approval from the instructor and the cooperating teacher and will not be considered as fulfilling the requirements for this course.

Final grading of lessons taught will require turning in the following packet to the course instructor:
1. Original lesson plan graded by the instructor.
2. Original lesson plan with written comments from the cooperating teacher if provided to you, or emailed comments
3. Cooperating teacher’s lesson evaluation checklist
4. Samples or photos of student work
5. Your lesson self-evaluation using the guidelines for provided by the instructor.

**Deadlines for turning in lesson plans for grading will be on Lesson Plan Schedule.**

**Interdisciplinary Thematic Mini Unit**

The major project for this course is the development of an integrated interdisciplinary thematic unit. The student will be assigned to a cooperative learning group based on your field assignment to design long and short term interdisciplinary curriculum plans that demonstrate each student’s ability to integrate developmental and/or content areas. The unit will be designed for a 2-week time span. The planning for this unit will be done using Inspiration and internet resources and will include lesson plans and learning centers. Although the planning for the thematic unit will be done as a group, the grade for this project will be individual based on guidelines provided in the course packet and by the instructor. Special needs of diverse learners are addressed in the unit as well as the use of technology. One lesson and a learning center incorporated in the unit will be taught to the children in the field-based assignment. Students will plan with their cooperative learning groups to present the thematic unit they have developed over the course of the semester to their peers and the course instructor. The use of technology for this presentation is encouraged. Procedures and requirements for this assignment will be presented in class.

**Blog Sessions**

Teachers should be reflective practitioners. With this in mind, students will participate five times in reflective discussion boards on WebCT. Discussion questions for the week will be posted by the instructor Thursday after class of the discussion weeks.

1. First, students will be expected to post a substantive response to each of the questions with a minimum of one well constructed paragraph. The initial response will be required by **Sunday at 8:00 p.m.** to allow time for the second piece of this assignment. Responses should draw from personal experiences, class readings and discussions, and should particularly incorporate experiences or things noticed from field placement classrooms.

2. Secondly, you are also to read and comment on at least 1 other student’s response (you can do more). Such comments should be substantive, beyond “great stuff” to reflect comprehension and thoughtful commentary. Comments need not be lengthy, but should be clear and professional. The responses are to be posted no later than **Tuesday at 6:00 p.m.** The discussion board will close at that time. Late responses will not be able to post.

**Chapter Review Questions**

After each chapter read in the Zarrillo text, students will respond to four questions about the chapters. These chapter review questions will be turned in to the instructor on a weekly basis as evidence that the student has completed the required readings for that week. Responses will be turned in at the beginning of class.

1. What new understandings did you derive from the chapter about the topic?

2. What new teaching strategies did you learn and how would you apply them in your teaching?

3. Which phrases or sentence within the chapter are particularly interesting or significant to you? (copies these exactly as written).

4. What questions do you have about the topics in this chapter? (Do not say “none!”)
**Texts and Readings**

Students are expected to prepare in advance for classroom discussions and activities by reading assigned texts and readings according to the course schedule. Information in the readings will be used as a basis for evaluating field-based experiences, for topics of discussion in discussion boards, and for in-class activities.

**Other Assignments**

Assignments related to the course may be required at the discretion of the instructor as the course unfolds that clarify, support, or provide concrete experience with a topic under discussion.

**Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blog/Reflection Sessions</td>
<td>15</td>
</tr>
<tr>
<td>Chapter Reflection Questions</td>
<td>25</td>
</tr>
<tr>
<td>ITC Reflection</td>
<td>15</td>
</tr>
<tr>
<td>Three Lessons and Reflections (40 lesson, 10 final packet)</td>
<td>50/150</td>
</tr>
<tr>
<td>Social Studies Unit Plan (40 unit plan, 20 center)</td>
<td>60</td>
</tr>
<tr>
<td>Attendance</td>
<td>See Syllabus</td>
</tr>
<tr>
<td>Professionalism</td>
<td>15</td>
</tr>
<tr>
<td>Participation/In class Activities/Quizzes</td>
<td>20</td>
</tr>
</tbody>
</table>

**TOTAL** 300

Total points:
- **A** = 300-270
- **B** = 269-240
- **C** = 239-210
- **D** = 209-180
- **F** = 179 or lower

**ATTENDANCE & PARTICIPATION**

Attendance of scheduled classes and field-based experience is mandatory for the completion of this course. Activities designed for class participation cannot be replicated apart from class sessions. Nor can field experiences be replicated. Therefore, attendance is expected for each class session. **Attendance will be checked at the beginning of each class period. In order to be considered present for the class, the student must arrive on time and remain for the entire class period.** Excused absences are reserved for extreme emergencies and their designation as excused is up to the course instructor. Excused absences will result in the loss of five points, and the first unexcused will result in the loss of fifteen points. **Upon the second unexcused absence of a student, a Fitness-to-Teach conference will be initiated by the instructor, and a reduction of one letter grade to the final grade. Each subsequent unexcused absence will continue to result in the reduction of one letter grade per unexcused absence.**

Tardiness and leaving early will result in the loss of two points per event. A tardy of more than 30 minutes will be considered an absence. The consequences for absences explained above will then be applied by the instructor.

**PROFESSIONAL CONDUCT IN FIELD-BASED SITES**

Students must demonstrate professional conduct that is appropriate for teaching children in educational settings. This includes arriving on time for field-based work, dressing appropriately, and
notifying the instructor and cooperating teacher if the student has to be absent for any reason. Students must adhere to all policies and regulations of the school or facility serving as a field-based site including appropriate attire for professionals.

Any breach of professional ethics or conduct deemed unsuitable by the cooperating teacher in the field placement and/or the course instructor could result in the student being dropped from the course or disciplinary action by the university following the policies specified in the UTSA Faculty Handbook and the Fitness to Teach Policy.

**POLICIES AND PROCEDURES**

Students are expected to demonstrate professional conduct and attire during class sessions (see Fitness to Teach policy document located in the Department website). In order to minimize distractions, students will not leave the room during class unless as emergency arises. Students will refrain from engaging in individual conversations during lectures or class discussions. **All cell phones and beepers must be turned off during class periods** unless prior permission has been given by the instructor. Use of laptop computers during class is at the discretion of the instructor.

The instructor will follow all the policies and procedures, in regard to students, as they are specified in the UTSA Faculty Handbook and the Fitness to Teach Policy document. Any incidence of scholastic dishonesty or other student discipline issues, will be managed as the Handbook specifies (Faculty Handbook, Section 2.37, pages IV-3li-vi).

No electronic recording of lectures or class sessions may be done without the prior permission of the instructor. No eating, drinking, or smoking is allowed in UTSA classrooms and laboratories. (Ad. Memorandum No. 54).

Students with disabilities must be registered with the Office of Disability Services (MS 2.03.18, telephone 458-4157) in order to receive support services.

**Policy Regarding Field Experience Assignments and Course Grade**

The purpose of the field placement/field experience is to provide an opportunity for teacher candidates to grow professionally and to apply their knowledge of pedagogy, content area instruction, instructional strategies and professionalism in diverse school settings. The teacher candidate is expected to demonstrate proficiency in all of these areas as evidenced by assessment instrument(s) used in evaluation of the student in the assigned placement.

All teacher candidates enrolled in a course that includes a field placement will be responsible for meeting the same course requirements for field experiences regardless of their employment status. Teacher candidates who work in an area school district or another educational environment will be required to complete their field experiences outside of their place of employment. (See Educational Aide Policies at the following link: http://coehd.utsa.edu/Students/EAP/EAP.htm.)

The completion of the minimum number of field experience hours as required by the individual courses is required for a passing grade. Teacher candidates who do not meet the minimum requirement of field experience hours as required by the course may receive a failing grade for the course. Making up missed field experience hours requires special permission from the course instructor, the Director of School Partnerships, and the cooperating teacher. Teacher candidates must remain in the assigned field placement throughout the semester or as required by the instructor. This means that teacher candidates must complete their required field experience hours weekly for the duration of the semester or for the duration of the placement as described by the instructor. Teacher candidates may not alter their assigned schedule or placement in any way.

Teacher candidates may not choose their own field placements. All field placements are assigned by the Director of School Partnerships. Teacher candidates begin field work when they receive the approval from the Director of School Partnerships.
### C&I 4303 Standards Addressed

<table>
<thead>
<tr>
<th>Social Studies Standards</th>
<th>Fine Arts Standards</th>
<th>Literacy Standards</th>
<th>Diversity Standards</th>
<th>Technology Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard I:</strong> 1.3s, 1.6s, 1.7s</td>
<td>Art</td>
<td>Standard I: 1.1s, 1.4s, 1.5s, 1.6s</td>
<td>Standard I: 1.1s, 1.2s, 1.3s</td>
<td>All Knowledge Standards plus:</td>
</tr>
<tr>
<td><strong>Standard II:</strong> 2.1s, 2.2s</td>
<td></td>
<td>Standard II: 2.1s, 2.3s, 2.4s</td>
<td>Standard II: 2.1k, 2.2s, 2.3s</td>
<td>Standard I: 1.3S, 1.10S</td>
</tr>
<tr>
<td><strong>Standard III:</strong> 3.1k-3.5k, 3.1s-3.3s</td>
<td></td>
<td>Standard III: 3.1s-3.7s</td>
<td>Standard III: 3.1k, 3.2s, 3.3s</td>
<td>Standard II: 2.1S, 2.2S, 2.8S</td>
</tr>
<tr>
<td><strong>Standard IV:</strong> 4.6s, 4.9s, 4.10s, 4.11s</td>
<td></td>
<td>Standard V: 5.1k, 5.1s-5.4s, 5.6s</td>
<td>Standard IV: 4.1k, 4.3k, 4.3s, 4.5s, 4.12s</td>
<td>Standard III: 3.4S, 3.8S, 3.10S, 3.12S, 3.15S</td>
</tr>
<tr>
<td><strong>Standard V:</strong> 5.1s, 5.3s, 5.14s</td>
<td>Music</td>
<td>Standard I: 1.4s, 1.6s, 1.16s</td>
<td>Standard V: 5.1k, 5.2k</td>
<td>Standard IV: 4.1S, 4.6S</td>
</tr>
<tr>
<td><strong>Standard VI:</strong> 6.1s</td>
<td></td>
<td>Standard II: 2.1s</td>
<td>Standard VI: 6.1k, 6.4k, 6.2s</td>
<td>Standard V: 5.1S, 5.4S, 5.9S, 5.10S</td>
</tr>
<tr>
<td><strong>Standard VII:</strong> 7.2s, 7.3s, 7.10s</td>
<td></td>
<td>Standard IV: 4.5s</td>
<td>Standard VII: 7.5k, 7.6k, 7.2s, 7.7s, 7.9s, 7.10s</td>
<td></td>
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<tr>
<td><strong>Standard VIII:</strong> 8.2s, 8.3s</td>
<td></td>
<td>Standard V: 5.2s-5.7s</td>
<td>Standard VIII: 8.1k, 8.2k, 8.1s, 8.2s, 8.6s</td>
<td></td>
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<tr>
<td><strong>Standard IX:</strong> see diversity standards</td>
<td></td>
<td>Standard VII: 7.1s-7.3s, 7.6s, 7.11s-7.14s</td>
<td>Standard IX: 9.1k, 9.3k, 9.2s, 9.4s</td>
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<tr>
<td><strong>Standard X:</strong> 10.1k, 10.5s</td>
<td></td>
<td>Standard X: 10.3s, 10.5s</td>
<td>Standard X: 10.5k, 10.6k, 10.1s</td>
<td></td>
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</tbody>
</table>

**Under Pedagogy and Professional Responsibilities:**
- 1.5k, 2.1k, 3.3k, 1.5s, 3.3s
- 1.5k, 1.4s, 7.8s
- 9.2k, 8.3s, 9.4s
- 5.2s

**Under English LA and Reading EC-6:**
- 1.5k, 1.4s, 7.8s
- 3.4s
- 5.2s

**Under Social Studies EC-6:**
- 9.2k, 8.3s, 9.4s
- 5.2s

**Under Technology Application:**
- 5.2s
Standards Covered in C&I 4303

Inherent in all of the professional development courses in the block sequence are the Texas Professional Development Standards. There are many standards also outlined in all content areas. In addition to the professional development standards, the following content area standards will be addressed in this course for social studies, language arts, and fine arts.

SOCIAL STUDIES

Standard I:
1.3S Communicate the value of social studies education to a variety of audiences.
1.6S Promote students’ use of social science skills and research tools, including technological tools
1.7S Use social studies terminology correctly.

Standard II:
2.1S Relate skills, concepts, and ideas in different social science disciplines
2.2S Make connections between knowledge and methods in the social sciences and in other content areas.

Standard III:
3.1K Stages and characteristics of child growth and development and their implications for designing and implementing effective learning experiences in the social sciences
3.2K Forms of assessment appropriate for evaluating students’ progress and needs in the social sciences
3.3K The state content and performance standards for social studies that comprise the TEKS
3.5K The appropriate use of electronic technology as a tool for learning and communicating social studies concepts
3.1S Select and use developmentally appropriate instructional practices, strategies, activities, technologies, and materials to promote student knowledge, skills, and progress in social sciences
3.2S Plan and implement developmentally appropriate learning experiences in the social sciences
3.3S Use multiple forms of assessment and knowledge of the TEKS to help determine students’ progress and needs and to help plan instruction

Standard IV:
4.6S Use appropriate skills to interpret social studies information such as maps and graphs
4.9S Use problem solving processes to identify problems, gather information, list and consider options, consider advantages and disadvantages, choose and implement solutions, and evaluate the effectiveness of solutions
4.10S Use decision-making processes to identify situations that require decisions, gather information, identify options, predict consequences, and take action to implement decisions
4.11S Relate historical information and ideas to information and ideas in other social sciences and in other disciplines

Standard V:
5.1S Communicate geographic information and ideas in written, oral, and visual forms
5.3S Use geographic tools such as maps, globes, graphs, charts, models, and databases to pose and answer geographic questions
5.14S Relate geographic information and ideas to information and ideas in other social sciences and in other disciplines

Standard VI:
6.1S Apply higher-order thinking skills to locate, analyze, evaluate, interpret, organize, and use economic information acquired from a variety of primary and secondary sources, including electronic technology

Standard VII:
7.2S Understand and evaluate multiple points of view and frames of reference relating to issues in government
7.3S Analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference
7.10S Use decision-making processes to identify situations that require decisions, gather information, identify options, predict consequences, and take action to implement decisions.

Standard VIII:
8.2S Understand and evaluate multiple points of view and frames of reference relating to citizenship issues
8.3S Model and promote acceptance of various points of view

Standard IX: See diversity standards below

Standard X:
10.1K Ways science and technology are used in the home, school, and community
10.5S Use critical methods of inquiry to create products to illustrate contemporary topics related to science, technology, and society

LITERACY STANDARDS
Standard I:
1.1S Acknowledge children’s current oral language skills and build on these skills to increase children’s oral language proficiency through specific language instruction using such activities as meaningful and purposeful conversations, dramatic play, songs, rhymes, stories, games, language play, discussions, questioning, and sharing information.
1.2S Strengthen vocabulary and narrative skills in spoken language by reading aloud to children and teaching them to recognize the connections between spoken and printed language.
1.3S Provide direct and indirect instruction, including modeling and reading aloud in “classroom” English and support children’s learning and use of classroom English through meaningful and purposeful oral language activities.

Standard II:
2.1K The concept of phonological awareness, its relationship to the ability to read an alphabetic language, and the development of phonological awareness in young children.
2.2S Use instructional approaches, including language games, activities, materials, and direct teacher instruction, that promotes children’s phonological awareness.
2.3S Select and use instructional materials that promote children’s phonological and phonemic awareness and build on children’s current language skills.

Standard III:
3.1K The importance of the elements of the alphabetic principle, including letter names, graphophonemic knowledge, and the relationship of the letters in printed words to spoken language.
3.2S Select and use instructional materials and strategies, including multisensory techniques to promote children’s understanding of the elements of the alphabetic principle.
3.3S Use formal and informal assessments to analyze individual children’s alphabetic skills, monitor learning, and plan instruction.

DIVERSITY STANDARDS
In addition to content area standards, there are also certain diversity and technology standards integrated into the course. Diversity standards are woven in to the content standards. Following are the standards for both of these areas.

Under Pedagogy and Professional Responsibilities (EC-12)
Knowledge:
1.5K Cultural & socioeconomic differences and the significance of these differences for instructional planning.
2.1K The importance of creating a learning environment in which diversity and individual differences are respected.
3.3K Spoken and written language that is appropriate to students’ ages, interests, and backgrounds.
Skills:
1.5S Acknowledge & respect cultural & socioeconomic differences among students when planning instruction
3.3S Use spoken and written language that is appropriate to students’ ages, interests, and backgrounds.

Under English LA and Reading EC-6

Knowledge:
1.5K How to build on children’s cultural, linguistic, and home backgrounds to enhance their oral language, including using the child’s home language to develop English.

Skills:
1.4S Select and use instructional materials and strategies that promote children’s language development, respond to children’s individual strengths, needs, and interests, and reflect cultural diversity.
7.8S Guide children to increase knowledge of their own culture and the cultures of others through reading.

Under Social Studies EC-6

Knowledge:
9.2K The development and use of various customs, traditions, and beliefs within families and cultures.

Skills:
8.3S Model and promote acceptance of various points of view
9.4S Encourage student respect for cultural diversity.

Under Technology Application Standards

Skills:
5.2 Identify and address equity issues related to the use of technology, including but not limited to, gender, ethnicity, language, disabilities, and student access to technology.

TECHNOLOGY STANDARDS

All technology knowledge standards are applicable to the work required in C&I 4303. The following specific skills are applied in technology in this course.

Standard I
1.3S Select and use software for a defined task according to quality, appropriateness, effectiveness and efficiency.
1.10S Use a variety of input devices such as mouse/trackpad, keyboard, microphone, digital camera, printer, scanner, disk/disc, modem, CD-ROM, and joystick.

Standard II
2.1S Use strategies to locate and acquire desired information from collaborative software and on networks, including the Internet and intranets.
2.2S Apply appropriate electronic search strategies in the acquisition of information, including keyword and Boolean search strategies.
2.8S Identify the source, location, media type, relevancy, and content validity of available information.

Standard III
3.4S Demonstrate proficiency in the use of multimedia authoring programs by creating linear or nonlinear projects incorporating text, audio, video, and graphics.
3.8S Use interactive virtual environments, appropriate to grade level, such virtual reality or simulations.
3.10S Use subject matter foundation and enrichment curricula in the creation of products.
3.12S Complete tasks using technological collaboration such as sharing information through on-line communications.
3.15S Integrate acquired technology applications, skills, and strategies and use of the word processor, database, spreadsheet, telecommunications, draw, paint, and utility programs into the foundation and enrichment curricula.
Standard IV
4.1S Use productivity tools, such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports, to create effective document files for defined audiences.
4.6S Publish information in a variety of ways, including, but not limited to, printed copy, monitor displays, internet documents, and video.

Standard V
5.1S Plan applications-based technology lessons using a range of instructional strategies for individuals and small/whole groups.
5.3S Plan, select, and implement instruction that allows students to use technology applications in problem-solving and decision-making situations.
5.4S Develop and implement, using technology applications, tasks that emphasize collaboration and teamwork among members of structured group or project team.
5.9S Select and use developmentally appropriate instructional practices, activities, and materials to improve student learning of the Technology Applications TEKS.
5.10S Use a variety of instructional strategies to ensure all students’ reading comprehension of content-related texts, including helping students link the content of texts to their lives and connect related ideas across different texts.