

§113.38. Special Topics in Social Studies (One-Half Credit).

(a) General requirements. Students shall be awarded one-half unit of credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits.

(b) Introduction. In Special Topics in Social Studies, an elective course comparable to the former Advanced Social Science Problems, students are provided the opportunity to apply the knowledge and skills of the social sciences to a variety of topics and issues. Students use critical-thinking skills to locate, organize, analyze, and use data collected from a variety of sources. Problem solving and decision making are important elements of the course as is the communication of information in written, oral, and visual forms.

(c) Knowledge and skills.

(1) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about a selected topic in social studies;

(B) 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;

(C) identify points of view from the historic context surrounding an event and the frame of reference that influenced the participants;

(D) support a point of view on a social studies issue or event;

(E) identify bias in written, oral, and visual material;

(F) evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and

(G) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

(2) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

(B) use standard grammar, spelling, sentence structure, and punctuation;

(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and

(D) create written, oral, and visual presentations of social studies information.

(3) 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:

(A) 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

(B) 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.

Source: The provisions of this §113.38 adopted to be effective September 1, 1998, 22 TexReg 7684.

§110.51. Literary Genres (One-Half to One Credit).

(a) Introduction.

(1) Students enrolled in Literary Genres will spend time analyzing the fictional and poetic elements of literary texts and read to appreciate the writer's craft. High school students will discover how well written literary text can serve as models for their own writing. High school students respond to texts through such varied avenues as talk, print, and electronic formats to connect their knowledge of the world 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.

(2) The essential knowledge and skills as well as the student expectations for Literary Genres, an elective course, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) The student builds an extensive vocabulary through reading and systematic word study. The student is expected to:

(A) expand vocabulary through wide reading, listening, and discussion;

(B) investigate word origins as an aid to understanding meanings, derivations, and spellings, as well as influences on the English language; and

(C) discriminate between connotative and denotative meanings and interpret the connotative power of words.

(2) The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to:

(A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions;

(B) propose and provide examples of themes that cross texts;

(C) connect literature to historical context, current events, and his/her own experiences;

(D) analyze relevance of setting and time frame to text's meaning;

(E) identify basic conflicts;

(F) describe the development of plot and how conflicts are addressed and resolved;

(G) analyze characters' traits, motivations, changes, and stereotypical features;

(H) describe how irony, tone, mood, style, and sound of language contribute to the effect of the text;

(I) determine and explain purposes and effects of figurative language, particularly symbolic and metaphoric;

(J) identify and analyze text structures;

(K) recognize archetypes, motifs, and symbols across texts, including heroes and beneficence of nature such as Dawn;

(L) analyze distinctive features of text genre such as biography, historical fiction, short story, dramatic literature, or poetry;

(M) identify how authors create suspense; and

(N) tell how points of view affect tone, characterization, and credibility.

(3) The student reads critically to evaluate texts and the authority of sources. The student is expected to:

(A) analyze the characteristics of well-constructed texts;

(B) describe how a writer's motivation, stance, or position may affect text credibility, structure, or tone; and

(C) analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.

(4) The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

(A) compare text events with his/her own and other readers' experiences;

(B) recognize distinctive and shared characteristics of cultures through wide reading; and

(C) recognize and discuss themes and connections that cross cultures.

(5) The student uses writing as a tool for learning and research. The student is expected to:

(A) use writing to discover, record, review, and learn; and

(B) link related information and ideas from a variety of sources.

(6) The student communicates with writers inside and outside the classroom, including those representing different cultures. The student is expected to:

(A) examine strategies that writers in different fields use to compose; and

(B) recognize how writers represent and reveal their cultures and traditions in texts.

Source: The provisions of this §110.51 adopted to be effective September 1, 1998, 22 TexReg 7549.