



Fundamentals of Real Estate

PEIMS Code: N1301120

Abbreviation: FUNDRE

Grade Level(s): 11-12

Award of Credit: 2.0

Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to [TAC §74.13](#) for guidance on endorsements.

Course Description:

This course contains the curriculum necessary to complete the pre-licensure education requirements of the Texas Real Estate Commission (TREC) to obtain a real estate salesperson license. Includes the following TREC course materials: Principles of Real Estate I and II, Law of Contracts, Law of Agency, Real Estate Finance, and Promulgated Contract Forms.

Essential Knowledge and Skills:

- (a) General requirements. This course is recommended for students in Grades 11-12. Students shall be awarded two credits for successful completion of this course.
- (b) Introduction.
- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Marketing Career Cluster focuses on planning, managing, and performing marketing activities to reach organizational objectives.
 - (3) In Fundamentals of Real Estate, students gain knowledge and skills in general principles of real estate, the law of agency, the law of contracts, use of promulgated forms and real estate finance. Students analyze the elements of a real estate transaction, including representation, financing, title, closing and deeds. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant principles of real estate.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) Principles of Real Estate. The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:

- (A) communicate effectively with others using oral and written skills;
- (B) demonstrate collaboration skills through teamwork;
- (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;
- (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;
- (E) comply with all applicable rules, laws, and regulations as they relate to the real estate industry; and
- (F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results.

(2) Principles of Real Estate. The student understands the essential principles of modern real estate practice. The student is expected to:

- (A) describe various real estate specializations;
- (B) explain the role of the Texas Real Estate Commission's Education Standard Advisory Committee;
- (C) analyze characteristics of the real estate market by real estate type;
- (D) define and describe elements of the Texas Real Estate Act;
- (E) identify and discuss professional organizations in real estate;
- (F) analyze real estate value and valuation;
- (G) articulate the purpose of licensing laws; and
- (H) explain the purpose of the Texas Real Estate Commission and describe its role in licensing requirements.

(3) Principles of Real Estate. The student explains titles to and conveyances of real estate. The student is expected to:

- (A) distinguish between personal and real property;
- (B) identify types of home ownership;
- (C) discuss the various tax benefits for homeowners;
- (D) explain the purpose of homeowner's insurance;
- (E) describe the components of mortgage payments;
- (F) describe the purpose of Comprehensive Loss Underwriting Exchange (CLUE) reports;
- (G) discuss the purpose of flood insurance; and
- (H) differentiate between co-operatives and condo concepts.

(4) Principles of Real Estate. The student communicates the elements of ethical practice of real estate as a license holder. The student is expected to:

- (A) describe law of agency;
- (B) identify and explain professional ethics and the canons of professional ethics for a license holder;
- (C) describe agency positions and disclosure;

- (D) discuss brokerage and the nature of brokerage services;
- (E) describe and apply the use of fiduciary duties; and
- (F) research the Texas Deceptive Trade Practices- Consumer Protection Act.

(5) Principles of Real Estate. The student differentiates state and federal fair housing laws. The student is expected to:

- (A) exhibit an understanding of equal opportunity in housing;
- (B) summarize Texas fair housing laws;
- (C) define and discuss housing credit discrimination; and
- (D) describe examples of community reinvestment.

(6) Principles of Real Estate. The student interprets legal descriptions of real estate. The student is expected to:

- (A) explain land and legal descriptions;
- (B) identify methods of describing real estate in Texas; and
- (C) describe the process of real estate surveying.

(7) Principles of Real Estate. The student understands the components and potential breach of real estate contracts. The student is expected to:

- (A) analyze essential elements of a real estate contract; and
- (B) identify breach of contract characteristics related to the conveyance of and title to real estate.

(8) Principles of Real Estate. The student differentiates between the use of deeds, encumbrances, and liens. The student is expected to:

- (A) differentiate between estates in land;
- (B) compare the characteristics of tax and other liens;
- (C) describe water rights; and
- (D) analyze the homestead concept for residences.

(9) Principles of Real Estate. The student applies mathematical principles to the real estate profession. The student is expected to:

- (A) calculate profit and interest;
- (B) apply principles of amortization, loan discounts, and prorating;
- (C) discuss property taxes and insurance premiums; and
- (D) identify units of measurement for real estate.

(10) Principles of Real Estate. The student understands and applies the principles of real estate appraisal. The student is expected to:

- (A) list and describe Texas requirements to become an appraiser;
- (B) communicate the elements of appraising and the appraisal process;
- (C) employ the three approaches (cost, income, sales) to value; and
- (D) conduct analysis for pricing a property and determining value.

(11) Principles of Real Estate. The student understands the principles of real estate financing. The student is expected to:

Fundamentals of Real Estate

- (A) identify sources of mortgage and financing markets;
- (B) define and describe the elements of an application for credit in financing;
- (C) compare various payment plan options available in the market;
- (D) differentiate between loan types (conventional, Federal House Administration [FHA], Veteran's Affairs [VA]) and other financing techniques including Texas loan programs; and
- (E) analyze federal and government influence on mortgage lending and financing legislation, particularly as it relates to changes in the post 2008 mortgage market.

(12) Principles of Real Estate. The student analyzes and interprets the elements of land use controls. The student is expected to:

- (A) describe general land use controls;
- (B) explain the characteristics of public ownership;
- (C) summarize the Interstate Land Sales Full Disclosure Act; and
- (D) analyze and discuss environmental protection legislation as it relates to the practice of real estate.

(13) Principles of Real Estate. The student explains the specialization distinctions in real estate and understands the competency policy and scope of authority. The student is expected to differentiate between specializations, including leases, property management, resort, investment, land and farm/ranch, Real Estate Owned (REO), short sale, auction, foreclosure, residential, and commercial.

(14) Principles of Real Estate. The student differentiates between the financing and regulation of real estate investments. The student is expected to:

- (A) differentiate the elements of real estate investing for residential and commercial properties;
- (B) describe Real Estate Investment Syndicates (REIS);
- (C) describe Real Estate Investment Trusts (REIT); and
- (D) describe Real Estate Mortgage Investment Conduits (REMIC).

(15) Principles of Real Estate. The student explains the aspects of leasing. The student is expected to:

- (A) list and describe the general provisions of a real estate lease;
- (B) discuss leasehold estates;
- (C) explain the Landlord and Tenant Act; and
- (D) differentiate between types of leases.

(16) Principles of Real Estate. The student communicates the attributes of property management. The student is expected to:

- (A) list and describe general duties and responsibilities of property management;
- (B) distinguish between management considerations; and
- (C) research property management as a profession.

(17) Principles of Real Estate. The student differentiates between the use and purpose of property transaction attributes. The student is expected to:

(A) analyze deeds, titles, public records, recording and acknowledgements, and evidence of title;

(B) explain acquisitions, transfers, estate ownership, and transfer of a decedent's property; and

(C) describe voluntary and involuntary alienation.

(18) Principles of Real Estate. The student understands the elements of the closing process and procedures. The student is expected to:

(A) explain the elements of pre-closing and closing;

(B) identify the components of conducting the closing;

(C) describe the Real Estate Settlement Procedures Act (RESPA) and the Uniform Settlement Act; and

(D) research the process and preparation of closing documents.

(19) Law of Agency. The student explains essential elements related to agency. The student is expected to:

(A) research and describe The License Act;

(B) differentiate roles in agency relationships (client or customer); and

(C) discuss the relationship between principal and agent.

(20) Law of Agency. The student distinguishes elements of agency relationships, disclosure, and duties for the client. The student is expected to:

(A) define agency and the authority of an agent;

(B) identify classifications of agency;

(C) list and describe fiduciary duties and responsibilities for agency;

(D) discuss Information about brokerage services disclosure of representation;

(E) describe the process and application of creating and terminating agency, including the duties that survive termination; and

(F) explain the requirements of clarifying agency relationships.

(21) Law of Agency. The student communicates elements related to the role of an agent's duties and disclosures to third parties. The student is expected to:

(A) analyze non-fiduciary duties;

(B) exhibit general duties of honesty and fairness;

(C) explain obligations to third parties to avoid disclosure and misrepresentation;

(D) summarize Texas Property Code, Section 5.008 related to seller's disclosure; and

(E) explain stigmatized property.

(22) Law of Agency. The student identifies the elements of agency responsibilities related to the seller. The student is expected to compare and contrast listing agreements, exclusive seller agency, benefits of seller agency relationships, sub agency, and disclosure issues.

(23) Law of Agency. The student identifies the elements of agency responsibilities related to the buyer. The student is expected to:

(A) identify the attributes of a buyer representation agreement;

(B) determine when to represent the buyer and the creation of buyer agency;

(C) describe the benefits of buyer-agency relationships;

- (D) describe the process of delivering written notification of compensation to broker; and
- (E) explain buyer's broker disclosures.

(24) Law of Agency. The student analyzes and defines the complexities of intermediary brokerage. The student is expected to:

- (A) analyze the path from dual agency to intermediary brokerage;
- (B) explain the elements of representing more than one party in a transaction;
- (C) describe specialized intermediary applications; and
- (D) describe intentional and unintended dual representation.

(25) Law of Agency. The student demonstrates knowledge of agency-related employment law. The student is expected to:

- (A) describe the nature of independent contract agreements;
- (B) discuss employment relationships between brokers and principals;
- (C) analyze the employment and compensation of personal assistants;
- (D) compare relationship elements between brokers and agents; and
- (E) describe common compensation issues.

(26) Law of Agency. The student differentiates concepts related to an agent's fiduciary, ethical, and legal duties. The student is expected to:

- (A) distinguish between law, ethics, and morals;
- (B) compare federal and state law relating to professional conduct;
- (C) identify TRELA and administrative rules of the Ethics Commission;
- (D) explain professional codes of conduct; and
- (E) describe minimum ethical standards for agency.

(27) Law of Agency. The student identifies deceptive trade practices and understands the provisions of the Consumer Protection Act. The student is expected to differentiate between damages, fraud versus misrepresentation, defenses, and ethical and legal concerns.

(28) Law of Agency. The student describes the application of agency when providing real estate services. The student is expected to:

- (A) compare the duties of brokers working with or for the seller and with or for the buyer;
- (B) analyze risk management when providing agency services to multiple clients with potentially conflicting positions in a real estate transaction; and
- (C) examine other considerations such as practical implementation of real estate practice, marketing real estate services, and servicing multiple clients.

(29) Promulgated Contract Forms. The student identifies general contract law concepts. The student is expected to

- (A) identify the elements of a valid contract;
- (B) differentiate between executed and executory contracts, and bilateral and unilateral contracts;
- (C) differentiate between the elements of reasonable time and time is of the essence clauses in contracts;
- (D) explain the characteristics of amendments and addenda;
- (E) analyze client and agent performance related to actionable items in the various contract sections;
- (F) describe statutes of limitation; and

(G) identify and accurately apply reasons for termination.

(30) Promulgated Contract Forms. The student explains broker-lawyer relationships and understands the rules governing the use of promulgated forms. The student is expected to:

(A) describe how promulgated contract forms are impacted by the Texas Real Estate License Act;

(B) identify elements of unauthorized practice of law and review examples of common mistakes;

(C) describe the Broker-Lawyer Committee;

(D) demonstrate use of promulgated forms;

(E) describe the process of presenting offers and multiple offers; and

(F) identify when an offer becomes a contract.

(31) Promulgated Contract Forms. The student distinguishes between promulgated forms for parties, property, and financing. The student is expected to:

(A) identify the information needed to complete contract forms, including financing costs;

(B) differentiate between elements of residential resale contracts and non-realty items;

(C) describe the appropriate transactional application for the following promulgated forms: Third-Party Financing Addendum and Loan Assumption, Addendum, Seller Financing Addendum, Addendum for Release of Liability on Assumed Loan, and Restoration of Seller's VA Entitlement.

(32) Promulgated Contract Forms. The student differentiates promulgated forms related to covenants, commitments, and notices. The student is expected to

(A) define earnest money and option fees;

(B) analyze title commitments and title policies and endorsements;

(C) interpret the elements of a survey;

(D) determine when to apply affidavits and notices related to prospective buyer;

(E) interpret property conditions from inspection;

(F) describe contract acceptance;

(G) discuss how the following elements relate to a real estate transaction: repairs, Seller's Disclosure, Lead Based Paint Disclosure, Environmental Assessment, Threatened or Endangered Species, and Wetlands Addendum; and

(H) describe the role of Residential Service Contracts as a real estate transactional commitment.

(33) Promulgated Contract Forms. The student explains the concepts of closing and possession, and applies these concepts to the elements in contract-related case studies. The student is expected to:

(A) write closing and buyer's possession paragraphs in a contract;

(B) write special provisions;

(C) prepare Seller's Temporary Lease form and Buyer's Temporary Lease form;

(D) describe escrow provisions; and

(E) explain the process of executing the contract and finalizing the agreement.

(34) Promulgated Contract Forms. The student applies the promulgated forms correctly in case study. The student is expected to correctly apply contracts to a real estate transaction by distinguishing contract elements from promulgated contracts such as 1-4 Family Residential

Contracts, Residential Condominium Contracts, Farm and Ranch Contracts, Unimproved Property Contracts, and new home contracts.

(35) Promulgated Contract Forms. The student understands the purpose of and applies promulgated addenda, notices and miscellaneous forms correctly in case study. The student is expected to explain the proper use of and identify the circumstances in which the following forms would be applied to a real estate transaction: Addendum for Sale of Other Property by Buyer, Addendum for Back-Up Contract, Addendum for Reservation of Oil, Gas and Other Minerals, Termination of Contract (Buyer's and Mutual), Addendum for Property Located Seaward of the Gulf Intracoastal Waterway, Addendum for Coastal Area Property, Addendum for Property Subject to Mandatory Membership in an Owner's Association, Short Sale Addendum, non-contract forms (Resale Certificates, Consumer Information Form, and Information about Brokerage Services Form), and non-realty items.

(36) Promulgated Contract Forms. The student describes miscellaneous real estate elements. The student is expected to:

- (A) identify elements of real estate fraud;
- (B) calculate brokerage fees;
- (C) explain fair housing laws,
- (D) describe the appropriate use of disclosures, including required, permitted, and prohibited in promulgated forms; and
- (E) identify occupancy standards as they relate to real estate transactions..

(37) Law of Contracts. The student communicates essential elements as they relate to Texas contract law. The student is expected to:

- (A) identify key legal contract terms;
- (B) describe the impact of the Texas Real Estate License Act on contract law;
- (C) identify unauthorized practice of law;
- (D) describe the Broker-Lawyer Committee;
- (E) distinguish between promulgated contract forms; and
- (F) describe the Deceptive Trade Practices Consumer Protection Act (DTPA).

(38) Law of Contracts. The student communicates essential elements as they relate to real estate law. The student is expected to:

- (A) describe real property and the law;
- (B) describe land, real estate, and real property;
- (C) compare real property versus personal property;
- (D) identify characteristics of real property;
- (E) analyze forms of real estate ownership;
- (G) differentiate between condominiums, cooperatives, townhouses and time-shares;
- (H) distinguish between contingencies, addendums, and amendments;
and
- (I) explain laws affecting real estate.

(39) Law of Contracts. The student identifies the elements of the contract and offer/acceptance processes. The student is expected to differentiate between valid contracts, express or implied contracts, unilateral or bilateral contracts, void, voidable and unenforceable contracts, and executed or executory contracts.

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(40) Law of Contracts. The student interprets ownership rights and limitations. The student is expected to:

- (A) describe interests in real estate;
- (B) analyze the extent of governmental powers;
- (C) describe the characteristics of estates and land; and
- (D) describe and differentiate between encumbrances, water rights and mineral rights, environmental issues, and homesteads as they relate to real estate ownership.

(41) Law of Contracts. The student identifies and appropriately applies the necessary contracts and contract concepts. The student is expected to:

- (A) role-play offer and acceptance in real estate contracts;
- (B) simulate the discharge of contracts;
- (C) prepare Listing Agreements and Buyer Agency Agreements;
- (E) discuss leasing real estate and leasehold estates;
- (G) distinguish between lease agreements and types of leases;
- (H) explain the discharge of leases;
- (I) identify contracts for deed;
- (J) prepare lease purchase agreements; and
- (K) identify common contract mistakes.

(42) Law of Contracts. The student identifies and appropriately applies the necessary terms and concepts of a sales contract. The student is expected to list and describe the following: offer and acceptance, the sales document, financing information, disclosures, conveyance of property, signatures, statutes of fraud, defaults and breach of contract, and remedies.

(43) Law of Contracts. The student correctly applies elements of financing real estate transactions. The student is expected to:

- (A) summarize mortgage law and financing legislation;
- (B) explain security and debt;
- (C) identify promissory notes;
- (D) differentiate between mortgages and Deeds of Trust;
- (E) explain owner financing;
- (F) describe foreclosures and short sales;
- (G) differentiate between liens;
- (H) demonstrate understanding of financing markets, financing techniques and loan programs; and
- (J) explain computerized loan origination (CLO).

(44) Law of Contracts. The student interprets the essential elements for conveyance of title. The student is expected to:

- (A) compare voluntary and involuntary alienation;
- (B) list and describe conveyance of estates; and
- (C) conduct analysis of public records and proof of ownership.

(45) Law of Contracts. The student evaluates the elements of closing in the transaction process. The student is expected to list and describe the following: sample checklist, process for loan approval, the Real Estate Settlement Procedures Act, inspections, title work, preparation for closing, proration, and closing and funding.

(46) Real Estate Finance. The student explains the nature and cycle of real estate finance. The student is expected to:

- (A) compare mortgage-lending activities;
- (B) explain real estate cycles; and
- (C) analyze the impact of the economy on real estate finance, such as mortgage interest rates and mortgage underwriting requirements.

(47) Real Estate Finance. The student differentiates between the elements of money and the monetary system. The student is expected to:

- (A) explain the United States monetary system and the Federal Reserve System;
- (B) describe instruments of credit policies;
- (C) discuss the purpose of the United States Treasury and United States Mint; and
- (D) analyze the Federal Deposit Insurance Corp (FDIC) and Federal Home Loan Bank (FHLB) systems.

(48) Real Estate Finance. The student identifies and explains the governmental influences on real estate finance. The student is expected to identify the characteristics of the United States Department of Housing and Urban Development (HUD), federal legislation [Community Reinvestment Act (CRA), Truth in Lending Act (TILA), Real Estate Settlement Procedures Act (RESPA), Secure and Fair Enforcement of Mortgage Licensing Act (SAFE), Administrative Procedure Act (APA), and Dood-Frank], state and local programs [Texas Department of Housing and Community Affairs (TDHCA) and agricultural lending], review of loan good faith estimate (GFE), and review of settlement statement (HUD-1).

(49) Real Estate Finance. The student describes the essential elements of the secondary market. The student is expected to:

- (A) describe major participants in the secondary finance market;
- (B) differentiate between government sponsored enterprises such as Federal National Mortgage Association (FNMA), Federal Home Loan Mortgage Corp (FHLMC), Government National Mortgage Association (GNMA), Federal Home Loan Banks (FHLB), and Farmer Mac; and
- (C) describe the characteristics of REMICs.

(50) Real Estate Finance. The student differentiates between the sources of real estate financing funds. The student is expected to compare the following: commercial banks, credit unions, life insurance companies, mortgage brokers and bankers, real estate trusts [Real Estate Mortgage Trust (REMT)], real estate bonds, and private and foreign lenders.

(51) Real Estate Finance. The student analyzes instruments of real estate finance. The student is expected to:

- (A) identify encumbrances and liens; and
- (B) identify the appropriate application of the documents in real estate transactions, such as Deeds of Trust, mortgages, contracts for deed (land contract), subordinate finance instruments, special provisions in mortgage lending instruments, and promissory note and trust forms.

(52) Real Estate Finance. The student understands loan types, terms, and common loan issues. The student is expected to:

- (A) explain private mortgage insurance;
- (B) describe refinancing existing conventional loans;
- (C) compare subprime and predatory lending;
- (D) identify participation agreements;
- (E) describe tax impacts on mortgage lending;
- (F) differentiate between fixed and adjustable rate mortgages;
- (G) identify warning signs of mortgage fraud; and
- (H) calculate conventional principal, interest, taxes and insurance (PITI).

(53) Real Estate Finance. The student explains the role of financial requirements as they relate to government loans. The student is expected to describe and analyze the Federal Housing Administration (FHA), the FHA Insured Loan Program, underwriting guidelines, the most frequently used FHA loans, direct endorsement, FHA contributions to real estate finance, the Veterans' Assistance (VA) Loan Guarantee Program, and additional VA loan programs.

(54) Real Estate Finance. The student demonstrates an understanding of lender loan practices. The student is expected to:

- (A) explain qualifying the borrower, collateral, and title;
- (B) describe the appropriate application of the following loan documents: sample credit report, uniform residential loan application, request for verification of deposit, request for verification of employment, uniform residential appraisal report, and title commitment;
- (C) explain required lender notices and qualifying the title; and
- (D) identify and describe lender closing costs.

(55) Real Estate Finance. The student identifies the elements of defaults and foreclosures. The student is expected to:

- (A) calculate adjustments and modifications;
- (B) identify and describe types of foreclosures;
- (C) identify and describe types of defaults;
- (D) describe deficiency judgments; and
- (E) explain the tax impacts of foreclosure.

Recommended Resources and Materials:

Nance, P.N., (2014). Modern Real Estate Practice in Texas (16th ed.). LaCrosse, WI: DF Institute, Inc., d/b/a Dearborn Real Estate Education.

Barrell, Doris, (2015). Texas Law of Contracts (2nd ed.). LaCrosse, WI: DF Institute, Inc., d/b/a Dearborn Real Estate Education.

Santmyer, Peggy, (2015). Texas Promulgated Contract Forms (2nd ed.). LaCrosse, WI: DF Institute, Inc., d/b/a Dearborn Real Estate Education.

Peeples, Donna K., Peeples III, Minor, Williams, A. Sue, (2014). Texas Real Estate Agency (8th ed.). LaCrosse, WI: DF Institute, Inc., d/b/a Dearborn Real Estate Education.

Recommended Course Activities:

Course activities will include application of knowledge and skills through study and research of multiple real estate transactions and scenarios. Guest speakers may assist with content mastery in a variety of real estate industry disciplines: brokers, lenders, insurers, appraisers, surveyors. Course activities could include the following:

- Professional Ethics Constitution- Students are challenged to create a “constitution” to represent the establishment of their own real estate practice. The constitution should include a description of the professional ethics and canons of professional ethics for a license holder, as well as personal statements about how they will accomplish these canons in their daily real estate practice.
- Real Estate Specialization Radio Ad- Students are provided a specific real estate specialization to research and prepare a 2-minute radio advertisement touting the business and providing market statistics on the specialization. Research should include examples of local companies and brokers with that specialization and should contain at least one interview with a broker.
- Property Transaction Gallery Walk- Students will view selections from real estate documents including deeds, titles, acquisition, estate ownership, transfer of decedent’s property, and alienation. Students will gather factual information from the documents and will then answer a series of interpretive questions about the documents.
- Creative Writing on Agency- Students will write an original essay on a fictitious scenario where an agent successfully navigates the duties and disclosures required in a proper agency relationship, including: non-fiduciary duties, general duties of honesty and fairness, obligations to third parties and avoiding disclosure and misrepresentation, Texas Property Code (Section 5.008 related to seller’s disclosure), and stigmatized property.
- Agency Responsibilities Role- Students will assume the role of a broker who is working to retain a potential seller (played by the teacher) as a client. The student must effectively communicate both verbally and through sample documents his/her responsibilities related to: listing agreements, exclusive seller agency, the benefits of seller agency relationships, sub agency scenarios, and potential disclosure issues.
- Purchase Offer Activity- Students will be given a scenario where they represent a buyer as the broker and the teacher represents the seller. Each student will be provided a subject property and market information for the property type. As a representative of the buyer, the student will use the property and market information to prepare the proper promulgated contract form for a purchase offer. Additionally, the student will prepare reasonable contract terms as determined by the market conditions.

- Ownership Rights Brochure- Students will create a trifold brochure that provides definitions, applicable examples, and contextual explanations of the following in real estate brokerage: interest in real estate, governmental powers, estates and land, encumbrances, water and mineral rights, environmental issues, and homesteads.
- Real Estate Finance Pocket Acronym Cheat Sheet- Students will create their own quick-reference vocabulary list of real estate finance acronyms, including, but not limited to: FDIC, FHLB, TDHCA, RESPA, HUD, HUD-1, GFE, FNMA, FHLMC, GNMA, FHLB, REIT, and REMT).

Suggested methods for evaluating student outcomes:

This course has five Knowledge and Skills sections to be completed by the end of the school term. Consistent with TREC education requirements, districts have the option to require a passing grade for each individual Knowledge and Skills section in order for a student to receive full credit.

For each Knowledge and Skills section, students will complete formative and summative assessments. Assessments include content quizzes and at least one content test per grading period. Students may be evaluated using case study analyses of real estate transactions.

Teacher qualifications:

An assignment for Fundamentals for Real Estate is allowed with one of the following certificates:

- (1) Any business or office education certificate.
- (2) Any marketing or distributive education certificate.
- (3) Business and Finance: Grades 6-12.
- (4) Business Education: Grades 6-12.
- (5) Marketing: Grades 6-12.
- (6) Marketing Education: Grades 8-12.

In addition, the assigned educator should have an active Real Estate Sales Agent or Individual Real Estate Broker license issued by the TREC with active real estate experience in two of the past ten years.

Additional information:



Approved Innovative Course

- *Districts must have local board approval to implement innovative courses*
- *Innovative courses may meet state elective credit only*
- *CTE Innovative courses may not be the final course in a coherent sequence for an endorsement*
- *Course requirements must be met without modification*

Course: Occupational Safety & Environmental Technology I

PEIMS Code: N1303680

Abbreviation: OSET1

Grade Level(s): 9-12

Number of Credits: 1.0

Course description:

During Occupational Safety & Environmental Technology (OSET) I, students will investigate the field of Occupational Safety and Health Administration and Environmental Technology, which is charged with the tasks of ensuring that business and industry provide a safe workplace, free from hazards and bringing about a reduction in the occurrence of job related injuries and fatalities. Students will use safety resources and discover procedures for collaborating with business and industry regarding ways to increase employee safety and health, reduce workers' compensation insurance costs and medical expenses, decrease payout for return-to-work programs, reduce faulty products, and lower costs for job accommodations for injured workers.

The sequence of OSET courses provides students with the knowledge and skills to enter business and industry under OSET/OSHA. Students will be prepared to investigate hazards and create plans of action to address hazard controls for employers.

Essential knowledge and skills:

Occupational Safety and Environmental Technology (OSET) I – Workplace Safety & Health Management (One Credit).

- (a) General Requirements. Recommended prerequisite: Principles of Transportation Systems, Principles of Distribution and Logistics, or Principles of Manufacturing. This course is recommended for students in Grades 9-12.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Manufacturing Career Cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related



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professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

- (3) Students investigate the field of Occupational Safety and Health Administration (OSHA), which is charged with the tasks of ensuring that businesses provide a safe workplace that is free from recognized hazards, promoting health and safety in the workplace, and reducing the occurrence of on the job injuries, illnesses, and fatalities. Students will use safety resources and discover procedures for collaborating with business and industry regarding ways to increase employee safety and health.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) identify career development and entrepreneurship opportunities in occupational safety and environmental technology;
 - (B) identify careers in occupational safety and environmental technology;
 - (C) apply competencies related to resources, information, interpersonal skills, problem solving, critical thinking, and systems of operation in occupational safety and environmental technology;
 - (D) discuss certification opportunities;
 - (E) identify employers' expectations, appropriate work habits, ethical conduct, legal responsibilities, and good citizenship skills; and
 - (F) explore career goals, objectives, and strategies as part of a plan for future career opportunities.
 - (2) The student understands the legal responsibilities of work safety in a hazardous work environment. The student is expected to:
 - (A) apply critical thinking and event analysis from a legal or liability standpoint to make workplace safety decisions inside and outside the classroom;
 - (B) research safety information and convey findings to others;
 - (C) estimate the direct cost of work-related hazard on employees; and
 - (D) investigate the indirect cost of work-related hazards on employers.
 - (3) The student identifies hazardous substances that lead to injury and illness on the job. The student is expected to:



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- (A) identifies various hazardous substances that are found in workplace settings;
 - (B) determine short- or long-term cost effects of exposure to hazardous substances; and
 - (C) differentiate between health issues caused by workplace factors and those health issues arising from pre-existing condition(s).
- (4) The student describes the process of adopting safety measures. The student is expected to:
- (A) explain the importance of controlling workplace hazards at the source whenever possible;
 - (B) develop training programs and promote understanding of health and safety guidelines in the employment setting by improving workplace health and safety program and safety awareness; and
 - (C) recommend safety accessories such as safety glasses, face shields, aprons, and gloves as appropriate.
- (5) The student understands the role of a health and safety representative. In a simulated inspection environment, the student is expected to:
- (A) communicate professionally by
 - (i) adapting language for audience, purpose, situation, and intent;
 - (ii) organizing oral and written information;
 - (iii) interpreting and communicating information, data, and observations;
 - (iv) delivering formal and informal presentations;
 - (v) applying active listening skills;
 - (vi) developing and interpreting tables, charts, and figures;
 - (vii) listening to and speaking with diverse individuals; and
 - (viii) exhibiting public relations skills;
 - (B) conduct surveys and inquiries that lead to plans of action;
 - (C) discuss the processes for reporting a hazard to appropriate parties such as union, supervisor, or advisory committee;
 - (D) examine the relationship between self, community, environment, and consequences of actions; and
 - (E) develop safety and wellness guidelines to improve workplace safety and health program/awareness.
- (6) The student describes the scope of the science of ergonomics. The student is expected to:
- (A) define ergonomics;
 - (B) summarize the history of the science of ergonomics;
 - (C) describe three organizational domains of ergonomics; and



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- (D) apply the science of ergonomics across other fields.
- (7) The student identifies ergonomic problems in a variety of workplace settings. The student is expected to:
- (A) evaluate potential issues related to posture in a workplace setting;
- (B) apply OSHA's Video Display Terminal (VDT) checklist to a workplace setting; and
- (C) evaluate elements of a user-friendly computer station.
- (8) The student relates body systems to the study of ergonomics. The student is expected to:
- (A) describe primary body systems analyzed in the study of ergonomics;
- (B) demonstrate the mechanism of muscular contraction;
- (C) explain energy transformation for muscular activity;
- (D) explain the functions of the musculoskeletal system; and
- (E) describe muscular fatigue, strength, innervation, and reflexive movements.
- (9) The student identifies workplace conditions that lead to types of work-related musculoskeletal disorders (WMSDs). The student is expected to:
- (A) analyze the two classifications, type A and type B, of occupational work;
- (B) evaluate conditions that can occur due to fatigue in work; and
- (C) describe in biological terms the fatigue conditions associated with static work
- (D) compare work-related musculoskeletal disorders (WMSDs) and explain the three stages of WMSDs; and
- (E) classify occupational factors and risk symptoms for WMSDs.
- (F) .
- (10) The student applies principles of prevention to work-related musculoskeletal disorders. The student is expected to:
- (A) describe principles of arrangement that ensure a functional workplace; and
- (B) describe environmental factors such as tools and equipment, working conditions, and possible safety hazards.



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- (11) The student explains the fundamentals of using professional and regulatory resources. The student is expected to:
- (A) analyze landmark regulatory actions responsible for enforcing public safety;
 - (B) compare four types of product liability classifications from a legal perspective;
 - (C) determine the necessary components of a warning label or signage for a physically intensive job;
 - (D) revise an ergonomic workplace design based on OSHA recommendations; and
 - (E) evaluate professional and regulatory resources such as state and federal laws and rules, safety plans, and emergency plans.
- (12) The student designs workspaces to reduce work related risks. The student is expected to:
- (A) describe personal risk factors that are important in providing training recommendations and administrative controls for WMSDs;
 - (B) propose multiple design solutions with attention to factors such as sophistication, cost, and time to implementation; and
 - (C) produce workplace safety design solutions including immediate, interim, and long-term solutions.
- (13) The student explores successful safety management. The student is expected to:
- (A) examine and evaluate management involvement in ensuring a safe working environment for all employees;
 - (B) identify the responsibilities of management, safety and health professionals, first-line supervisor, and worker regarding safety management; and
 - (C) explain management and supervisory accountability regarding workplace safety.
- (14) The student develops an understanding of elements of a written safety and health program. The student is expected to:
- (A) explain the necessity of a comprehensive safety program;
 - (B) describe the requirements and elements of OSHA guidelines for a safety and health program; and



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- (C) conduct and revise emergency and medical plans through mock emergency and medical drills.
- (15) The student evaluates methods to reduce sources of workplace hazards in order to promote a safe working environment. The student is expected to:
- (A) describe hazard identification steps including inventory, work site inspection, review of the potential dangers associated with various materials and chemicals found in workplaces;
 - (B) perform a root cause analysis and describe the methods associated with the analysis;
 - (C) identify accident types such as those caused by human error, preventable, and life-threatening; and
 - (D) describe the elements of a workplace health program.
- (16) The student demonstrates knowledge of workplace security and violence. The student is expected to:
- (A) describe strategies to enhance workplace security and prevent workplace violence;
 - (B) outline hazard prevention and control;
 - (C) discuss training and education components of a safety program; and
 - (D) identify and discuss types of workplace violence events and prevention strategies.

Description of specific student needs this course is designed to meet:

This course addresses a special need in business and industry for highly skilled and trained employees who can manage and oversee health and safety concerns in a variety of employment settings in today's work environment. Students will learn about all aspects of health and safety in the workplace, including but not limited to, providing employee training for safety purposes; understanding the human element involved in safety; demonstrating an understanding of controlling hazardous materials; and employing proper investigative techniques when work related accidents occur. OSET I meets the needs of students entering the workplace under the umbrella of Occupational Safety and Environmental Technology.

Major resources and materials:

Textbooks, instructional materials, and an on-site computer lab will be provided for this course/program.



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Oakley, Jeffrey S. *Accident Investigation Techniques*. American Society of Safety Engineers, 2012.

Reese, Charles D. *Occupational Health and Safety Management: A Practical Approach*. CRC Press, 2016.

Suggested methods for evaluating student outcomes:

Measures of success will be determined from daily participation, class work, projects and exams.

Teacher qualifications:

Secondary Industrial Arts: Grades 6-12

Secondary Industrial Technology: Grades 6-12

Technology Education: Grades 6-12

Trade and Industrial Education: Grades 6-12 with appropriate work approval as identified on the certificate

Trade and Industrial Education: Grades 8-12 with appropriate work approval as identified on the certificate

Vocational Trades and Industry. This assignment requires appropriate work approval.

Additional information:



Multilingual Acculturation Studies for Newcomers

PEIMS Code: N1290062

Abbreviation: MULTILAS

Grade Level(s): 9-12

Award of Credit: 1.0

Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to TAC §74.13 for guidance on endorsements.

Course Description:

The central focus of this course is to help emergent bilingual (EB) students in embracing their acculturation experience. Acculturation refers to the cultural and social changes that an immigrant undergoes when exposed to a new environment and interacts with a different cultural group (Berry & Sam, 2018). The course takes an integrated identity approach, aiming to facilitate a successful academic journey for newcomer students as they learn a new culture and language. It offers cultural and social support tailored to the diverse needs of newcomer students, guiding them through various stages of acculturation and fostering increased community engagement and academic achievement. By incorporating research-based strategies, students will explore how they can blend their home country's culture with that of their new country, enhancing their understanding and showcasing their unique strengths to contribute to global appreciation as they prepare for their future. This course provides students with a supportive system to help them navigate and adapt during this transitional period, ultimately leading to greater success in and readiness for their academic journey.

Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in grades 9-12. Students shall be awarded one credit for successful completion of this course. Recommended prerequisites: none.
- (b) Introduction.
 - (1) The Multilingual Acculturation Studies for Newcomers course embodies the interconnected nature of listening, speaking, reading, writing, and thinking through the three strands of academic orientation; cultural development; and personal success. The strands are integrated to help students develop knowledge and skills in order to think critically and adapt with a deeper understanding of social and cultural competencies.
 - (2) Multilingual Acculturation Studies for Newcomers (MULTILAS for newcomers) is designed to provide instructional opportunities for secondary immigrant students new to the country. This course allows students the opportunity to participate in instruction

designed to support the acculturation process. It addresses the affective needs of emergent bilingual (EB) students in compliance with federal requirements and the provision of Chapter 9, Subchapter BB, of this title (relating to Commissioner's Rules Concerning State Plan for Emergent Bilinguals) under the Texas Education Code, §§29.051-29.064.

- (3) The Multilingual Acculturation Studies for Newcomers (MAS for newcomers) will help EB students develop social, cultural, and linguistic skills through academic studies while validating a student's heritage background. Explicit sociocultural instruction for students new to the country helps to affirm, respect, and value their belief in self and to develop resilience.
- (4) Comprehensible input is the instructional technique that teachers will utilize allowing students access to skills designed to promote positive asset-based learning in acculturation while learning the language. Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that EB students acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A.
- (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and Skills.

- (1) Academic Orientation: listening, speaking, reading, writing, and thinking--school environment. The student develops an understanding of how to navigate the school environment to become oriented with the surroundings. The student is expected to:
 - (A) identify and locate people in school that are able to help navigate the school environment and provide support, such as counselors, administrators, nurses, social workers, secretaries, and resource officers;
 - (B) discuss the benefits of participating in traditional school events that occur regularly, such as prom, homecoming, Thanksgiving break, winter break, spring break, semester exams, state exams, summer school, and pep rallies;
 - (C) explain campus code of conduct, such as dress code, discipline, attendance, behavior expectations, grading, and health and safety protocols;
 - (D) compare previous school environment to current school environment, recognizing similarities and differences, such as schedules, school supplies, student-teacher relationships, and parental involvement; and
 - (E) describe school procedures for regular safety drills, such as secure drill, lockdown drill, evacuation drill, shelter-in-place for hazmat drill, shelter for severe weather drill and fire evacuation drill.

Multilingual Acculturation Studies for Newcomers

- (2) Academic Orientation: listening, speaking, reading, writing, and thinking--technology. The student develops the skills necessary to navigate the use of technology needed for effective classroom participation. The student is expected to:
- (A) use computer skills such as typing, word documents, slide shows, electronic folders, and sending emails to learn technical knowledge required for academic success;
 - (B) access online classroom, grades, and communication platforms to self-direct, self-evaluate, and self-advocate; and
 - (C) produce products and participate in online communication using applications and programs, such as presentation slides, translators, QR codes, hyperlinks, link shorteners, and online meetings.
- (3) Cultural Development: listening, speaking, reading, writing, and thinking--identity. The student develops an understanding of an integrated identity which instills confidence, self-assurance, and a positive cultural fusion of new and heritage culture. The student is expected to:
- (A) identify and discuss various feelings associated with acculturation;
 - (B) identify and use coping strategies, such as breathing techniques, self-care, meditation, physical activity, art therapy and abstaining from substance abuse, for various situations to monitor and support well-being;
 - (C) discuss the importance of understanding the connection of name to identity and create a visual representation;
 - (D) list personal likes and dislikes and compare with peers to identify commonalities;
 - (E) identify and explain how past adversities can help to build grit and determination which can help develop new skills and perspectives;
 - (F) analyze how cultural identities can be grafted together to honor both heritage and new cultures; and
 - (G) evaluate factors that contribute to successful acculturation ensuring a sense of belonging.
- (4) Cultural Development: listening, speaking, reading, writing, and thinking--communication. The student identifies and analyzes the basic concepts of communication skills necessary to cultivate relationships by sharing, listening, and connecting to others. The student is expected to:
- (A) identify a personal learning style and how it can help when acquiring new information;
 - (B) demonstrate effective communication skills through role-play with a variety of audiences, such as peers, adults, community, and supervisors;
 - (C) demonstrate effective communication skills through various scenarios to avert potential conflict; and
 - (D) interpret various perspectives to consider other beliefs, experiences, and viewpoints through activities, such as role-play, scenarios, and video clips.

- (5) Personal Success: listening, speaking, reading, writing, and thinking--assets. The student identifies personal strengths and how they can successfully be applied to everyday decision making. The student is expected to:
- (A) evaluate personal experiences that build resilience which help to achieve goals;
 - (B) discuss the major cognitive, social, and affective benefits of a bilingual brain;
 - (C) discuss character traits that support positive behavior when confronted with problems;
 - (D) apply personal strategies for dealing with failure and with success, recognizing specific strengths and weaknesses;
 - (E) define attitude and explain the potential effects of personal attitude on human interactions;
 - (F) explain the concept of self-image and its potential impact on life choices, such as how self-image can be reflected through body language, how individuals interact with others, setting ambitious goals, making choices aligned with personal values, and responding to setbacks;
 - (G) analyze personal talents, abilities, skills, and interests;
 - (H) explain primary causes of stress and identify healthy stress management skills;
 - (I) analyze the difference between reactive and proactive approaches when responding to challenges; and
 - (J) discuss traits leading to the ability to overcome adversity and adjust positively to a new life.
- (6) Personal Success: listening, speaking, reading, writing, and thinking--leadership. The student develops a perspective of how personal, financial, and career success can influence others. The student is expected to:
- (A) identify and set personal and academic goals, including both short-term and long-term goals;
 - (B) explain social responsibility and how actions can affect others;
 - (C) explain how advocating for a cause can positively impact people and communities one cares about;
 - (D) discuss the impact of career choice on future lifestyle by examining the options of college, career and technical education, and military selection;
 - (E) demonstrate job-seeking skills needed for future job opportunities, such as by participating in a mock interview;
 - (F) examine how digital footprints can have long-lasting repercussions; and
 - (G) explain how digital citizenship is a social responsibility.

Recommended Resources and Materials:

Instructional Supports

- Yzquierdo, M, Michelle. *Pathways to Greatness*. Seidlitz Education, 2017.

Multilingual Acculturation Studies for Newcomers

- Salva, Carol, and Anna Matis. *Boosting Achievement: Reaching Students with Interrupted or Minimal Education*. Seidlitz Education, 2017.

Anchor Texts

- Bunting, Eve. *One Green Apple*. Clarion Books, 2006.
- Choi, Yangsook. *The Name Jar*. Dragonfly Books, 2003
- Colato Linez, Rene. *My Shoes and I*. Boyds Mills Press, 2010.
- Francis, Emily. *If you Only Knew: Letters From an Immigrant Teacher*. Seidlitz Education, 2022.
- Khan, Henna. *Under My Hijab by Hena Khan*. Lee & Low Books, 2019
- Kobald, Irena, and Freya Blackwood. *My Two Blankets*. Houghton Mifflin Harcourt, 2014.
- Medina, Jane. *My Name is Jorge: On Both Sides of the River*. Word Song, 1999.
- Tan, Shaun. *The Arrival*. Arthur A. Scholastic Inc., 2006.
- Williams, Karen and Khadra Mohammed. *My Name is Sangoel*. Eerdmans Books for Young Readers, 2009.

Online Resources

- Heath, Marie. "Through Their Eyes: Beyond SEL Resources." Padlet, n.d. Accessed April 18, 2023. <https://padlet.com/drmarietheath/through-their-eyes-beyond-sel-resources-giblz1hvvzq1bl8u>.
- Search Institute. "Developmental Assets Framework." Accessed June 2, 2023. <http://searchinstitute.org/resources-hub/developmental-assets-framework>.

Recommended Course Activities:

Academic Orientation Strand

- Use the current campus code of conduct manual to allow students to explore the differences between the campus expectations and students' home country expectations to learn social expectations.
- Compare home country school schedule to current school schedule to provide conversations about differences of school day amongst students, such as length of day, number of days, courses.
- Create experiences and prepare students to engage in popular activities specific to high school students, such as creating or borrowing mums during Homecoming to take photos and send back home.
- Generate a list of necessary electronic platforms important for academic success, such as practice looking up grades, sending and receiving emails, using search engines, adding browser extensions.

Cultural Development Strand

- Create a past and future hands activity by having students draw around their hands and represent their past on their left hand and their future on their right hand.
- Use the text *The Arrival* as a parallel to the acculturation process and have students create their own journey representation.
- Use the text *The Name Jar* to help students explore how their name relates to their identity and the text *My Name is Jorge* to demonstrate the power of words and actions towards others.

Multilingual Acculturation Studies for Newcomers

- Role-play communication scenarios using various registrars to teach formal and informal language.

Personal Success Strand

- Use Search Institute: 40 Developmental Assets handout (available in Spanish) and the assessment tool (cost involved) to create personalized plans for developing student strengths.
- Role-play interviewing for a job preparing students with language register, attire, and body language.
- Develop career plans with students by locating college scholarships available for immigrant students, filling out a FAFSA, and taking virtual college tours.
- Create a video for incoming newcomers to help orient them to their new environment.
- Design an advocacy letter with students to allow them the opportunity to communicate solutions to social problems that others might not be aware of.
- Develop a fictitious budget through exploration of cost of living versus income to teach students how to live within their means and avoid debt that incurs with loans and credit cards.

Suggested methods for evaluating student outcomes:

It is recommended that assessments reflect a demonstration of students' growth academically, linguistically, socially, and culturally. Therefore, experiential demonstrations and performance-based assessments will provide a more accurate measure of learning.

Formative assessment

- Role play - students assume the role or task to demonstrate skills or competencies necessary for a specific position (e.g., interviewing for a job, conflict resolution).
- Concept Mapping - students use a graphic organizer to demonstrate their understanding of relationships between concepts (e.g., Venn diagram, graph, chart).
- Journaling - students create a cumulative journal that collects their learning through the course.
- Group Discussions - students will participate in whole-class discussion to build and deepen a common understanding.

Summative assessment

- Presentation Project - students demonstrate their knowledge and skills by generating a project based on a challenge or problem they may face in the real world (e.g., video, poster, PPT).
- Performance - students demonstrate their understanding of knowledge and skills by communicating through a performance (e.g., drama, cultural performance, dance).
- Collaborative Project - students build upon each other's strengths to generate a project through collaboration (e.g., presentation, research, role-play).
- Service-based Project - students engage in an educational approach that combines classroom work with real-life experience in serving the community (e.g., offer cultural workshops, community beautification project, participate in local organizations, ambassadorship).
- Research Project - students participate in research to pursue interests and hone their problem-solving skills (e.g., cross-cultural understanding, higher-education opportunities, professional and vocational interests).

Multilingual Acculturation Studies for Newcomers

Teacher qualifications:

Valid Texas classroom teaching certificate appropriate for the grade level, plus one of the following:

- Bilingual Education Supplemental
- Bilingual Endorsement
- Bilingual/ESL Endorsement
- English as a Second Language Endorsement
- English as a Second Language Supplemental
- Grades PK-12—Bilingual/ESL
- Grades PK-12—English as a Second Language
- Junior High School (grades 9-10 only), High School, or Secondary: Bilingual/ESL

Additional information:

Recommended trainings from the following list will help to build the capacity and understanding of cross-cultural teaching. The following are recommended for the proposed course:

- Seidlitz Education - provides research-based trainings to help support the language, literacy, and affective development of emergent bilingual students. Trainings are approximately \$3600 for 60 participants (2022 approximate cost)
 - Sheltered Instruction in Texas through Seidlitz Education
 - Pathways to Greatness through Seidlitz Education
 - 7 Steps to a Language Rich Interactive Classroom through Seidlitz Education
 - Boosting Achievement: Reaching Students with Interrupted or Minimal Education through
- Regional Service Centers - serve member districts with English Learner support by utilizing scientifically based research approaches and methodologies to teach Emergent Bilingual children. Trainings are at no cost to participating member districts.
- [TXEL. Org](#) - provides access to relevant information and impactful resources that ensure success for emergent bilingual students. Trainings are both, at no cost and per training.
- [Saddleback Webinar Series](#)- Trainings are free and available for all.
- [Center for Applied Linguistics Webinars and Video Resources](#) - promotes language learning and cultural understanding by serving as a trusted source for research, resources, and policy analysis. Trainings are both, at no cost and per training.