

Austin/Travis County



Teacher Packet

2013-2014



Travis County
Do the Write Thing Challenge 2013-2014

Instructions for Teachers

Thank you for involving your seventh and eighth grade students in the 2013- 2014 *Do the Write Thing* Challenge.

The Challenge satisfies a number of objectives from the Texas Essential Knowledge and Skills curriculum in English/Language Arts, Social Studies, and Health, and it complements character building and drug abuse prevention programs. Personal responsibility is emphasized.

Please review the attached information for program rules and deadlines.

- Students must submit their writing along with the signed Student/Parent consent form.
- Entries that do not include a parental signature **will not be advanced** in the judging process.
- Entries must be submitted in the form that they are received from the student writer.
- Submit all student writings.
- Do not screen or grade student writings. Editing for content, grammar, or spelling by someone other than the student is not permitted.
- Important!!! **No Fictional Writings in essays.**
- **REQUIRED:** Return a completed Teacher Survey (attached) and submit with your packaged student writings. The Teacher Survey will ensure all student writings are posted with the correct teacher and school data.
- **Submit all writings to your DtWT Coordinator no later than Friday, December 13, 2013.**

Local DtWT Team Contacts:

Kathy Smith
(512) 225-0563
Kathy.Smith@co.travis.tx.us

Larry Walker
(512) 225-0567
Fax # 225-0572
Larry.Walker@co.travis.tx.us

Creschenda Horton
(512) 854-5650
Creschenda.Horton@co.travis.tx.us

For more information, please visit us at www.dtwtx.org (See Teacher Tool box)



2013-2014 Teacher Survey - (REQUIRED)

Please return a completed Teacher Survey with your packaged student writings.
This will ensure all student writings are posted with the correct teacher and school data.

Your Student Writings must be packaged together with this survey.

Dr. _ Mr. _ Ms. _ Mrs. _ Teachers First Name: (please print) Last Name: (please print)

Name of School: _____

Address of School: _____

City: _____ Zip Code: _____

School Phone Number: (_____) _____

Dr. _ Mr. _ Ms. _ Mrs. __ Principals First Name: (please print) Last Name: (please print)

Questions 1 and 2 (required)

1. Approximate number of your students submitting writings for the Challenge. _____
2. Did you have a classroom discussion about violence before your students prepared their writings for the Challenge? (yes) (no)
Number of your students who participated (were present) for the discussion.
 1-50 51-100 101-150 151-200 201-250 251-300 301-350 over 351
3. Did you use any of the TEKS correlated scenarios provided with the teacher packet? (yes) (no)


4. Comments

Optional questions:

5. What (in your opinion) were the **top three causes of violence** identified by your students?

For more information, please visit us at www.dtwtx.org (See Teacher Tool box)

6. What (in your opinion) were the **top three solutions for violence** identified by your students?

	<p>Travis County Do the Write Thing Challenge 2013-2014</p> <hr/> <p>Program Information</p>
---	---

Local, State and National Recognition

Local Level

The Austin/Travis County *Do the Write Thing* Coordinating Committee coordinates the program locally. The Committee will organize a local recognition ceremony to honor the boy and girl from each participating school who submit the best entries. The students' parents, teachers, principal, and superintendent will be invited to the Recognition Ceremony. The committee will also publish the writings of all School Finalists, and distribute the book to civic leaders.

State Level

After the Travis County VIP Committee selects, from among the School Finalists, the top girl and boy authors as National Finalists, these students, their parent/guardian, and teacher are invited, as honored guests, to the Leadership Summit in Austin, which includes three days of recognition activities.

In Austin there are recognition activities that include: Character/team building and family wellness sessions as well as a tour of the Texas State Capitol and Bob Bullock State History Museum. At this Summit, teachers, students and parents work together to draft the Do the Write Thing Texas Challenge Platforms. These platforms state the principles that constitute a decent and non-violent society. The platforms are presented in the Chamber of the Texas House of Representatives on Do the Write Thing Day in Texas. There are nine Challenge programs in Texas: Austin, Beaumont, Brownsville, Corpus Christi, Dallas, El Paso, Houston/Harris County, Odessa, and San Antonio.

National Level

The two National Finalists, along with each Finalist's teacher and one parent or guardian will be invited by the *National Campaign to Stop Violence* to attend the *Do the Write Thing* Challenge National Recognition Week activities in Washington, D.C.

During past National Recognition Weeks, National Finalists from jurisdictions around the U.S. have met with the Secretary of the Department of Education, the Attorney General of the United States, and members of Congress to discuss the problem of violence. In addition, students have been honored at embassy receptions hosted by the Ambassador to the United States from the State of Kuwait. A book containing their writings was placed in the Library of Congress.

Disclaimer: *Student Finalist attending State and National recognition events must depart from and return to their original local Do the Write Thing city site.*

For more information, please visit us at www.dtwtx.org (See Teacher Tool box)

Teacher Deadline for Submission

All entries, with Cover Sheet/Consent Form attached, must be received by the *Do the Write Thing* School Coordinator **no later than Friday, December 13, 2013**. Your DtWT School Coordinator will contact your School Liaison to make arrangements to pick up entries.

Classroom Discussion

For a complete set of teacher resources, please visit www.dtwtx.org

Classroom discussion is not a requirement for participating in the Challenge. However, candid discussions have proved to be beneficial. Classroom discussion provides an opportunity for educators to learn about problems simmering in school before the problems become crises.

Following are some questions to generate discussion among your students before they prepare their entries for the Challenge.

- When you hear the word violence, what thoughts or memories do you have?
- Where are you confronted by violence? Your home? Your school? Your neighborhood?
- Do you think you can tell when another person is on the brink of a violent act? Would you intervene? Under what circumstances would you intervene? What provokes people to be violent?

Judging Criteria

Entries will be judged by a panel of community leaders appointed by the *Do the Write Thing* Committee of Austin/Travis County, a coalition of business, community and government leaders.

Entries will be judged on the basis of content, originality and responsiveness to the three questions:

- How has violence affected my life?
- What are the causes of violence?
- What can I do about violence?

Students should be encouraged to share personal experiences about the impact of violence on their lives and the lives of their peers. **Remember, No Fictional Writings in Essays!**

For more information, please visit us at www.dtwtx.org (See Teacher Tool box)



Travis County
Do the Write Thing Challenge 2013-2014

Student Program Rules

- Essays, poems, plays or songs are permitted as long as the language is positive and not derogatory.
- **IMPORTANT: No fictional writings in essays.**
- Students must put their name on the papers, but no school name please.
- Students may submit only one entry per year.
- All entries must be the work product of only one student.
- Entries must be in English.
- Entries must be typed or clearly written on 8 1/2" by 11" paper.
- Use only one side of the paper.
- Pages should be numbered.
- Writings based upon plagiarism will not be advanced in the judging process.
- Entries will be judged on the basis of content, originality, the most thought provoking and responsiveness to the three questions:
 - **How has violence affected my life?**
 - **What are the causes of violence?**
 - **What can I do about violence?**

For more information, please visit us at www.dtwtx.org (See Teacher Tool box)

Staple these Together:

- Student and Parent Consent Form signed by the student and their parent or guardian (place on top)
- The original writing

2013-2014 Student and Parent Consent Form - (REQUIRED)

Thank you for participating in the *Do the Write Thing* Texas Challenge.

(Clearly print information in the boxes below.)

STUDENTS FIRST NAME

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

MIDDLE NAME OR INITIAL

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

LAST NAME

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

E-mail Address (Optional)

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Teachers Name

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

SCHOOL NAME

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Student's Grade: 7th _____ (or) 8th _____ **Gender:** Male _____ (or) Female _____

Student and Parent Consent Statement

The National Campaign to Stop Violence, which sponsors the *Do the Write Thing Texas* Challenge, will publish selected student writings and quotations in a book and in a research paper on youth violence. Prior to publishing the student's essay, the Texas Challenge and the National Campaign requires the written consent of the student, and the written consent of the student's parent. If the above-named student and his/her parent agree to permit the Texas Challenge and the National Campaign to publish the student's writing, sign the following statement:

We agree to give ownership of the attached student writing to the *Do the Write Thing Texas* Challenge and to the *National Campaign to Stop Violence* so that the writing can be considered for analysis, recognition and/or publication in print and on the Texas Challenge Website.

Agreed:

Agreed:

Signature of Student

Signature of Parent

Printed Name Student

Printed Name Parent

.....

STUDENT'S MUST: Submit the original writing, and **STAPLE** to this form before submitting the writing to your teacher. **(Place this form on top)**

Do the WRITE Thing

Scenarios for 2013-2014 School Year

There are two ways to use the Scenarios:

1. Teacher Centered -
 - Read the scenarios
 - Choose 3 based on the topics presented
 - Present one scenario for the students to solve together and scribe for them on the board, overhead or Smartboard™. Consider the possible solutions and discuss why one could be considered a better solution over another.

2. Student Centered –
 - Scenarios are copied and given to students to review on their own.
 - Students are placed into groups.
 - They prepare their scenario to share with their peers (probing or open-ended questions)
 - After they become “experts” they move to another group to discuss and listen to the next group’s presentation.

At the end of the session, the class comes to summarize what they have learned

Scenario Correlations to the Texas Essential Knowledge and Skills

ELAR 14A Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea,

ELAR 14 B, Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare/contrast,) and building on ideas to create a focused, organized, and coherent piece of writing

ELAR 14C Revise drafts to ensure precise word choice and vivid images, consistent point of view, use of simple, compound and complex sentences, internal and external coherence, and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed

ELAR 17Aiii, Write a multi-paragraph essay to convey information about a topic that is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies.

SCENARIO #1 Facebook Drama

Key Question: How does Facebook hurt or help social friendships?

Angela, a 7th grader, is best friends with Jolie who is new to the school. Angela made a negative comment about Jolie's clothes at school and later that night Jolie posted the following comment on her Facebook page: "At least I don't buy my clothes at Goodwill." Even though Jolie meant this as a joke, Angela "defriended" Jolie and is now ignoring her at school. Jolie tried to apologize but now Angela and her friends don't even look at her, and they laugh when she walks by.

1. Who is at fault in this scenario?
2. How could this have been avoided?
3. Are Angela and Jolie the only students impacted by this comment?
4. Have you ever had a conflict on Facebook? Explain.

SCENARIO #2 "Facebook Drama #2"

Key Question: "How should you appropriately respond or react to negative comments on Facebook?"

Elizabeth and Jasmine are friends on Facebook and both girls are on the cheerleading squad. Just recently Jasmine made a comment on Elizabeth's Facebook about how Elizabeth made the squad, only because her mom is a teacher.

1. How much control should parents have on what is posted on Facebook?
2. What should Facebook etiquette be?
3. How can parents be updated on technology to be able to be involved?
4. Should parents have access to your Facebook account or any technological device?

SCENARIO #3 Facebook Revenge

Key Question: How can you successfully defend yourself on Facebook?

Chantel was hurt that Devontae had broken up with her over a text. Later when she logged onto Facebook, she saw Davontae and Brandie talking. Chantel got onto Facebook and started posting lies about what they were doing and that they were doing it while Chantel and Davontae were together. Many of Chantel's friends joined in attacking Brandie.

The next day of school Brandie confronts Chantel in the hallway. They were hollering and screaming and that lead to kids shoving. The friends surrounding them were yelling at them to fight. Then the girls attacked each other.

A teacher ran to the commotion and broke them apart.

Chantel ends up with a three-day suspension.

1. How does having immediate access to media impact this scenario?
2. When dealing with a situation where you are upset, how do you respond?
3. How would you have responded in this same situation?

SCENARIO #4 “Sportsmanship”

Key Question: What does it mean to have “Good Sportsmanship”?

Monica was excited to begin her 7th grade year because she was going to be able to play sports in school. She had been active in kickball since she was very young, but now she had the opportunity to participate in other sports.

Although she had never played volleyball before, she was excited to try out for the volleyball team. Several of the girls in her class, including Veronica, Stephanie, and Melissa had been playing volleyball since elementary, so she knew her chances of making the team were slim. However, not only did she make the team, she made the “A” team.

Soon after making the team, Monica noticed that some of the other girls on the team were avoiding her in class and in the hallways.

One day during morning practice, Monica heard Veronica and Melissa laugh after she missed a serve.

“Yeah, and she’s on the “A” team?” Veronica laughed.

“I know, right? She shouldn’t even be on the “C” team,” Melissa responded.

Monica tried to ignore the comments, but throughout the day she kept replaying the scene over and over in her mind.

Later, during afternoon practice, when Monica was ready to bump the volleyball, Veronica ran in front of her and hit the ball.

Monica exploded! “That was my ball! Why did you hit it?”

Stephanie jumped in and said, “She didn’t think you could handle it.”

Stephanie then turned around and high-fived Melissa and Veronica.

“Are you kidding? What are you talking about?”

Melissa said, “You! You keep acting like you’re something. You haven’t even been playing that long, and you’re acting like you’re all that.”

Monica walked off the court in tears.

1. What should Monica do now?
2. Why did this conflict happen?
3. What/who could’ve prevented this conflict?
4. Should athletes be held to a higher level of conduct?

SCENARIO #5 Competition in Sports

Key Question: Should competition create jealousy among teammates?

George, an 8th grader, is on the football team and has been bragging about his recent successes. John and a couple of other teammates are starting to feel frustrated with George.

John tells George to “shut up, you’re not that good.” George gets upset and pushes John telling him, “You don’t even start.” John returns George’s push with a punch. The teammates that were watching jump in and “gang up” on George, resulting with George being thrown in the trash can.

Discussion questions:

1. How could this scenario have been avoided?
2. Why did George feel the need to brag?
3. Who is responsible?

For more information, please visit us at www.dtwtx.org (See Teacher Tool box)

SCENARIO #6 Who's is in charge of this household?

Key Question: Should students be responsible for their parents' emotions?

Rachel's mom is raising her as best she can, but her mom spends most of their time together on the phone complaining about her ex-husband. Rachel's mom behaves emotionally more like one of Rachel's friends than her parent. Many times Rachel has to calm her mom down or cheer her up. Rachel is in charge of the household and she is angry about it. Mrs. Terry, Rachel's science teacher, called on her to answer a question in class. Rachel verbally attacked Mrs. Terry.

1. What should the teacher do?
2. How is Rachel's neglect at home related to her behavior in class?
3. What should Rachel do about her home situation?
4. What is Rachel's mother's responsibility?

SCENARIO #7 "Dad, Please stop hitting Mom"

Key question: Can emotional pain cause thoughts of suicide, or cause someone to use self-abuse?

Mary, a diligent, quiet girl, has been very depressed lately. She has isolated herself. No one seems to be able to reach her. Her counselor tries to help her; however, Mary rejects the counselor. Mary has done her best to be a top, high achieving student, but her father constantly puts her down by saying, "You'll never amount to much, Mary!" He yells at her often crushing her feelings. Furthermore, the father is physically abusive to Mary and Mary's mother. The baby sister cries helplessly. Fortunately, the father does not pick on HER. Eventually, Mary desperately cries out for help to her math teacher. The situation is so bad it has escalated to Mary wanting to commit suicide.

1. If you were Mary's friend, what advice would you give her?
2. If you were having suicidal thoughts, who can you go to for help?
3. Describe the signs of depression. What may a person do or say if they are at risk of hurting themselves?

For additional resources and scenarios please visit our website at:

www.dtwtx.org

Also visit the Teen Resource Center from the Office of the Attorney General of Texas.

It's an excellent site with multiple resources for teens.

www.oag.state.tx.us/teens

For more information, please visit us at www.dtwtx.org (See Teacher Tool box)

<p align="center">English Language Proficiency Standard (ELPS)</p> <p align="center">Texas Administrative Code (TAC) Title 19 Chapter 74, Curriculum Requirements</p>	<p align="center">English Language Arts and Reading/Texas Essential Knowledge and Skills Correlations (ELAR/TEKS)</p> <p align="center">Texas Administrative Code (TAC), Title 19, Part II Chapter 110</p>	<p align="center">College and Career Readiness Standard</p> <p align="center">(CCRS)</p> <p align="center">Texas Education Code (TEC), §28.008</p>
<p>§74.4.English Language Proficiency Standards. (a)Introduction.(2) In order for ELLs to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the English needed for daily social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, & interact and communicate in English academic settings.</p> <p>(1)(A)Learning Strategies/ use prior knowledge & experiences to understand meanings in English</p> <p>(2)(E) Listening/ internalize new basic and academic language by using and reusing it in meaningful ways in speaking & writing activities that build concept and language attainment.</p> <p>(2)(H)Listening/ Understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations; and</p> <p>(2)(I) Listening/ demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade level needs.</p> <p>(3)(G)Speaking/ express opinions, ideas, and feelings ranging from communicating single words & short phrases to participating in extended discussions on a variety of social & grade-appropriate academic topics</p> <p>(3)(H)Speaking/narrate, describe, and explain with increasing specificity and detail as more English is required</p> <p>(5)(F) Writing/ write using a variety of grade-appropriate sentence lengths, patterns, & connecting words to combine phrases, clauses, & sentences in increasingly accurate ways as more English is acquired</p> <p>(5)(G)Writing/ narrate, describe, & explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</p>	<p align="center">WRITING/Writing Process Strand Knowledge and Skill Statement Grades 7-8:</p> <p>Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>14(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience and genre have been addressed.</p> <p align="center">WRITING STRAND/Vertical Alignment Persuasive Texts</p> <p>Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to:</p> <p>18(B) write a persuasive essay to the appropriate audience that: considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments;</p> <p>18(C) include evidence that is logically organized to support the author’s viewpoint and that differentiates between fact & opinion</p> <p align="center">WRITING STRAND/Oral & Written Conventions</p> <p>Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>19(C)use a variety of complete sentences(e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.</p> <p align="center">RESEARCH STRAND Knowledge and Skill Statement</p> <p>Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or oral presentation.</p> <p>23(B) categorize information thematically in order to see the larger constructs inherent in the information</p> <p>25(A) draw conclusions and summarize or paraphrase the findings in a systematic way</p> <p>25(B) marshal evidence to explain the topic and give relevant reasons for conclusions</p> <p>25(C) present the findings in a meaningful format</p>	<p>E/LAS: Writing: A. Compose texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.</p> <p>E/LAS Writing A.5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.</p> <p>E/LAS: V. Research: C.</p> <p>Produce and design a document.</p> <p>E/LAS: IV. Listening: A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews</p> <p>Cross Disciplinary Standards I. Key Cognitive Skills B. Reasoning</p> <ol style="list-style-type: none"> 1. Consider arguments and conclusions of self and others. 2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions <p>Cross Disciplinary Standards I C. Problem Solving.</p> <ol style="list-style-type: none"> 1. Analyze a situation to identify a problem to be solved. 2. Develop and apply multiple strategies to solve a problem <p>F. Academic Integrity</p> <ol style="list-style-type: none"> 3. Include the ideas of others and the complexities of the debate, issue, or problem. 4. Understand and adhere to ethical codes of conduct.

For more information, please visit us at www.dtwtx.org (See Teacher Tool box)

Texas Essential Knowledge and Skills-Health Education

§115.23. Health Education, grade 7-8

Health Information/ The student is expected to:

- (1)(C) identify and describe lifetime strategies for prevention and early identification of disorders such as depression and anxiety that may lead to long-term disability
- (2)(C) compare and contrast changes in males and females
- (2)(E) examine physical and emotional development during adolescence
- (3)(B) analyze risks for contracting specific diseases based on pathogenic, genetic, age, cultural, environmental, and behavioral factors
- (4)(C) demonstrate ways to use health information to help self and others
- (4)(D) discuss the legal implications regarding sexual activity as it relates to minor persons

Health Behaviors / The student is expected to:

- (5)(B) describe the dangers associated with a variety of weapons
- (5)(C) identify strategies for prevention and intervention of emotional, physical, and sexual abuse
- (5)(D) identify information relating to abstinence
- (5)(E) analyze the importance of abstinence from sexual activity as the preferred choice of behavior in relationship to all sexual activity for unmarried persons of school age
- (5)(F) discuss abstinence from sexual activity as the only method that is 100% effective in preventing pregnancy, sexually transmitted diseases, and the sexual transmission of HIV or acquired immune deficiency syndrome, and the emotional trauma associated with adolescent sexual activity
- (5)(H) explain the impact of chemical dependency and addiction to tobacco, alcohol, drugs, and other substances
- (5)(K) apply strategies for avoiding violence, gangs, weapons, and drugs
- (5)(L) explain the importance of complying with rules prohibiting possession of drugs and weapons

Influencing Factors/ The student is expected to:

- (6)(A) relate physical and social environmental factors to individual and community health such as climate and gangs
- (7)(A) analyze positive and negative relationships that influence individual and community health such as families, peers, and role models
- (7)(B) develop strategies for monitoring positive and negative relationships that influence health

Personal/Interpersonal Skills/ The student is expected to:

- (10)(A) differentiate between positive and negative peer pressure
- (10)(B) describe the application of effective coping skills
- (10)(D) summarize and relate conflict resolution/mediation skills to personal situations
- (10)(E) appraise the importance of social groups
- (11)(A) describe techniques for responding to criticism
- (11)(B) demonstrate strategies for coping with problems and stress
- (11)(C) describe strategies to show respect for individual differences including age differences
- (11)(D) describe methods of communicating emotions
- (11)(E) describe the effect of stress on personal and family health
- (11)(F) describe the relationships between emotions and stress
- (12)(D) predict the consequences of refusal skills in various situations
- (12)(E) examine the effects of peer pressure on decision making
- (12)(F) develop strategies for setting long-term personal and vocational goals

Texas Essential Knowledge and Skills-Physical Education

§116.23 Physical Education Grade 7

Physical Activity and Health / The student is expected to:

- (4)(G) the student is expected to: describe and predict the effects of fitness-related stress management techniques on the body, and
- (4)(I) recognize the effects of substance abuse on personal health and performance in physical activity

Social Development/ The student is expected to:

- (7)(A) solve problems in physical activities by analyzing causes and potential solutions
- (7)(B) work cooperatively in a group to achieve group goals in competitive as well as cooperative settings
- (7)(D) use peer interaction positively to enhance personal physical activity and safety such as encourage friends and joins teams
- (7)(E) recognize the role of games, sport, and dance in getting to know and understand others.

§116.23 Physical Education Grade 8**Physical Activity and Health. The student is expected to:**

- (4)(A) list long term physiological and psychological benefits that may result from regular participation in physical activity
 - (4)(F) describe and predict the effects of stress management techniques on the body
 - (4)(G) explain the effects of eating and exercise patterns on weight control, self-concept, and physical performance
 - (4)(H) recognize the effects of substance abuse on personal health and performance in physical activity
- Social Development
- (7)(A) solve problems in physical activities by analyzing causes and potential solutions
 - (7)(B) work cooperatively in a group to achieve group goals in competitive as well as cooperative settings
 - (7)(E) use peer interaction positively to enhance personal physical activity and safety such as encourage friends and join teams

Texas Essential Knowledge and Skills-Social Studies**§113.23 Social Studies Grade 7****Texas History/Citizenship – The student understands the rights and responsibilities of Texas citizens. The student is expected to:**

- (16)(A) summarize the rights guaranteed in the Texas Bill of Rights, and (B) identify civic responsibilities of Texas citizens
- (17)(B) describe the importance of free speech and press in a democratic society and (17)(C) express and defend a point of view on an issue of historical or contemporary interest in Texas
- (19) **Culture** – The student understands the concept of diversity within unity in Texas. The student is expected to:
 - (19)(B) describe how people from selected racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture
- (21) **Social Studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources. The student is expected to:**
 - (D) identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants
 - (E) support a point of view on a social studies issue or event
 - (F) identify bias in written, oral, and visual material
 - (G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author
- (23) **Problem Solving** -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
 - (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.

§113.24 Social Studies Grade 8**United States History - Colonialism through Reconstruction**

- (20) **Citizenship.** The student understands the rights and responsibilities of citizens of the US. The student is expected to:
 - (C) explain the importance of personal responsibilities such as accepting responsibility for one's behavior and supporting one's family
 - (D) identify examples of responsible citizenship, including obeying rules and laws, voting, and serving on juries
 - (F) explain how the rights and responsibilities of US citizens reflect our national identity.
- (21) **Citizenship** -The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:
 - (B) evaluate the contributions of the Founding Fathers as models of civic virtue

BACKGROUND INFORMATION on the College and Career Readiness Standards:

House Bill 1, 79th Texas Legislature, Third Called Session, 2006, amended TEC, Chapter 28, by adding §28.008. This section requires the commissioner of education and the commissioner of higher education to establish vertical teams composed of public school educators and institutions of higher education faculty. The vertical teams are charged with developing or identifying college readiness standards, professional development materials, and online student support materials.

ATTACHMENT I

**Statutory Citation Relating to Approval of Selection Criteria for
College and Career Readiness Online Student Materials**

Texas Education Code, §28.008, Advancement of College Readiness in Curriculum:

- (a) To ensure that students are able to perform college-level course work at institutions of higher education, the commissioner of education and the commissioner of higher education shall establish vertical teams composed of public school educators and institution of higher education faculty.
- (b) The vertical teams shall:
 - (1) recommend for approval by the commissioner of education and the Texas Higher Education Coordinating Board college readiness standards and expectations that address what students must know and be able to do to succeed in entry-level courses offered at institutions of higher education;
 - (2) evaluate whether the high school curriculum requirements under Section §28.002 and other instructional requirements serve to prepare students to successfully perform college-level course work;
 - (3) recommend how the public school curriculum requirements can be aligned with college readiness standards and expectations;
 - (4) develop instructional strategies for teaching courses to prepare students to successfully perform college-level course work; and
 - (5) develop or establish minimum standards for curricula, professional development materials, and online support materials in English language arts, mathematics, science, and social studies, designed for students who need additional assistance in preparing to successfully perform college-level course work.
- (d) The State Board of Education shall incorporate college readiness standards and expectations approved by the commissioner of education and the Texas Higher Education Coordinating Board under Subsection (b) into the essential knowledge and skills identified by the board under Section §28.002 (c).
- (d-1) Beginning with the 2008-2009 school year, the State Board of Education shall incorporate college readiness standards and expectations into the essential knowledge and skills of the foundation curriculum under Section §28.002(a)(1) for courses in which students in grades 9 through 12 generally enroll, as determined by board rule. This subsection expires December 1, 2012.