

**James Poole Elementary  
Parent Involvement Policies  
2008 – 2010  
Revised and Evaluated Annually**

**Statement of Purpose**

James Poole Elementary is dedicated to providing a quality education for every elementary student in the district. To accomplish these objectives, the elementary will develop and maintain partnerships with parents and community members. A positive link between the home and the school will create a conducive learning environment for every child. Parents represent the most important parts of a child's education.

Grade level learning objectives and goals will be distributed to all parents at the beginning of each school year. The elementary school TEKS are posted for PK-3<sup>rd</sup> grade levels on Harmony I.S.D.'s Web Site. James Poole Elementary recognizes the fact that some students will need extra assistance in achieving their full potential. The elementary Schoolwide Title I funds are used to purchase additional equipment and provide instruction for all children.

**Title I and the Law**

The purpose of Title I is to improve the basic programs of James Poole Elementary School, and to provide opportunities for students to acquire the knowledge and skills contained in the State's Performance Standards (Texas Essential Knowledge and Skills-TEKS). The most recent law that affects Title I is No Child Left Behind Act (Public Law 107-110).

The law requires:

- That the school has written a campus policy regarding parental involvement;
- That parents be involved in the design, operation, and evaluation of Title I;
- That parents be consulted about home/school activities and be trained to help their children;
- That whenever possible, activities should be presented in the language spoken by the majority of the Title I parents.

Districts receiving Title I Part A funds must implement programs, activities, and procedures for involvement of parents in the Title I programs. A written Parent Involvement Policy must be developed and agreed upon jointly with the parents and distributed to the parents. Parental involvement is a requirement as one of the components of a Schoolwide Title I program.

## **Developing the Parent Involvement Policy**

The James Poole Elementary CIP group plays an important role in developing and evaluating the educational goals and objectives set for the elementary Schoolwide Campus Plan. They review Title I Part A expenditures and other State and Federal expenditures used to accomplish the goals and objectives for the elementary school. Group consists of the elementary principal, teachers, two parents, and a community member.

## **Teacher Parent Student Compact**

The compact will jointly be developed by the James Poole Elementary CIP committee. The committee includes the elementary principal, parents, teachers, and a community member. Committee members can be recommended from anyone related to James Poole Elementary matters. CIP Committee members will be replaced when they resign. A campus level compact is required by Title I regulations.

The CIP Committee will evaluate the responsibilities for student performance and success. These commitments will help each student reach his/her highest potential for intelligence, emotional, and physical growth. Each compact participant has a responsibility in the child's learning process and development.

### **From The Principal**

Dear parent:

Because James Poole Elementary is a Schoolwide Title I campus, the No Child Left Behind Act of 2001 requires a compact between the school and parent.

Parents are always welcome at James Poole Elementary, and they will be treated with dignity and respect. The goal of the school is to provide students with educational opportunity, and to help them improve their achievement levels.

## **Teacher Parent Student Compact**

### **Teacher Responsibilities**

The teacher will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment
- Hold parent teacher conferences as needed or requested
- Provide parents with frequent reports of their child's progress
- Provide parents reasonable access to staff
- Provide parents the opportunity to participate in school activities

Teacher Signature: \_\_\_\_\_

Not required

Date: \_\_\_\_\_

### **Parent Responsibilities**

A Parent will support their child's learning in the following ways:

- Monitoring my child's attendance
- Making sure that homework is completed
- Monitoring the amount of television my child watches
- Participating in decisions related to my child's education
- Promoting positive use of my child's extracurricular time

Parent Signature: \_\_\_\_\_

Not required

Date: \_\_\_\_\_

### **Student Responsibility**

As a student I will:

- Do my homework everyday and ask for help when needed
- Try to read at least 20 minutes every day outside of school time
- Give my parents all notices and information given to me from my school
- Respect my teacher and other students

Student Signature: \_\_\_\_\_

Not required

Date: \_\_\_\_\_

## **Parent Involvement Opportunities**

James Poole Elementary will offer ways for parents to become involved in their child's educational process. Parents will be encouraged to attend many elementary school activities. Parents will receive information concerning student and request for individual parent meetings.

- Meet the teacher night in August
- Annual school report card
- 6 weeks Individual Student Report Cards
- Parent teacher conferences- held twice a year
- Student Compact located in Student Handbook
- Texas Essential Knowledge and Skills-Posted on Harmony Web Page
- Individual TAKS Study Guide- Sent to non mastering student's parents
- Attendance Committee Meeting- When necessary-encourage parents
- Parent Meeting for Bus Rider Discipline- On parent request
- Principal Discipline Report- Parent meeting on request-or required
- ARD Committee Meeting
- Summer School Parent Meeting- Upon request
- Monthly PTO Meeting
- LPAC Meeting
- Dyslexia Meeting
- Field Day
- 100 Day Activities
- Progress Report
- Field Trips
- Math Night
- SSI Parent Meeting-If needed
- Weekly Folders
- Awards Assembly

## **CIP Committee**

### **Matching Programs to James Poole Elementary needs**

The James Poole Elementary CIP committee will evaluate student assessment instruments and help design the annual James Poole Elementary Campus Plan. The meeting will consider how the Title I funds and other State and Federal funds are spent.

### **Annual James Poole Elementary CIP Meeting for Title I parents**

The James Poole Elementary CIP Committee will meet each year. The first meeting will be held during school hours in May and the second meeting after school. The meetings in May will inform members about any new guidelines and any changes made since the prior year. Copies of the New Parent Involvement Policies will be handed out at these meetings. The CIP Committee will be encouraged to revise or update any policy if necessary. The meetings will be held at a convenient time and place for participating parents. CIP members will be informed on the phone about the time and place of the meeting. A language translator will be made available when necessary.

If any parent or community member resigns an effort will be made to select a member that represents any diversity of parents in the community or represent any parent subgroup served by the district. A Survey and Evaluation will be conducted at the annual meetings. The survey will be conducted in English or Spanish when necessary.

The CIP Committee will establish goals to help students achieve his/her highest potential for intellectual, emotional, and physical growth. The home, school, and community must work together to agree on the responsibilities of each party in achieving the goals.

At the meetings in May the Teacher Parent Student Compact will be reviewed and evaluated. The group will evaluate student progress, evaluate current goals and objectives, and will set new goals if necessary. Priorities for Federal and State funds will be discussed to help fill out the Federal Applications for the next school year.

# **James Poole Elementary Schoolwide Title I Requirements**

James Poole Elementary is considered a Schoolwide Program. There are Components that the school is required to go by. They are as follows:

## **THE 10 COMPONENTS OF A TITLE I SCHOOLWIDE PROGRAM**

1. A comprehensive needs assessment of James Poole Elementary school (including taking into account the needs of migratory children) that is based on information on the performance of children in relation to the state content and student performance standards.
2. Schoolwide reform strategies that—
  - provide opportunities for all children to meet the state’s proficient and advanced levels of student performance;
  - use effective methods and instructional strategies that are founded on scientifically based research that—
    - strengthen the core academic program in the school;
    - increase the amount and quality of learning time, such as providing an extended school year, before- and after-school and summer programs, and help provide an enriched and accelerated curriculum; and
    - include strategies for meeting the educational needs of historically underserved populations.
  - include strategies to address the needs of all children in the school, but particularly the needs of children of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the school wide program, which may include
    - counseling, pupil services, and mentoring services;
    - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
    - the integration of vocational and technical education programs; and
  - address how the campus will determine if such needs have been met; and
  - are consistent with, and are designed to implement, the state and local improvement plans, if any.

3. Instruction by highly qualified teachers.
4. High-quality, ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the performance of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration occurs between federal, state, and local services and programs, including programs under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

In the next several pages are examples of letters and policies that you must have.

This Policy should be in the James Poole Elementary Student Handbook.

## **Parent Involvement Requirements Parents Right To Know**

### **Should be in the James Poole Elementary Student Handbook**

- At the beginning of each school year, James Poole Elementary will notify the parents of each student attending any school receiving Title I Part A funds that the parents may request, and the James Poole Elementary provide the parents on request (in a timely manner and in an understandable and uniform format and, to the extent practicable, provided in a language that the parent can understand) information regarding the professional qualifications of the student's classroom teacher.

**This is your James Pool Elementary Plan**

- James Poole Elementary CIP parents will be involved in writing the Title I Program Plan description.

**This includes TAKS scores and other assessments**

- James Poole Elementary parents will be provided results from the academic assessments as soon as is practicably possible after the test is taken.

**Annual Evaluation meetings held in May**

- James Poole Elementary CIP parents have been informed concerning the statute, rules and regulations authorizing schoolwide programs.

**The State Provides this information (TAKS results etc.)**

- James Poole Elementary schoolwide program will describe how the elementary will provide individual student academic assessment results in a language the parents can understand, including interpretation of those results, to elementary parents of a child who participates in the academic assessments.

**This is part of the James Poole Elementary Schoolwide Plan**

- The James Poole Elementary Schoolwide Program Plan should be developed with the involvement of CIP Committee.

**This is the James Poole Elementary Schoolwide Plan**

- The Schoolwide Program Plan should be available to elementary parents in an understandable and uniform format and, to the extent practicable, provided in a language that the elementary parents can understand.

**Developed and evaluated in the Annual May Title I Meetings**

**Approved by the James Poole Elementary CIP Committee**

- The James Poole Elementary CIP Committee has developed jointly with, agreed upon with, and distributed to, elementary parents of participating children, a written Parent Involvement Policy that is incorporated into the Campus Plan.

**Annual Title I meetings (May)**

**James Poole Elementary CIP Committee**

- The James Poole Elementary served under Title I Part A will convene the annual CIP meetings, at the convenient time, to which CIP parents of participating students will be invited and encouraged to attend, to inform elementary CIP parents of their campus's participation under Title I Part A and to explain Title I Part A requirements, and the right of parents to be involved.
- James Poole Elementary will offer a flexible number of meetings, such as meetings during the school day and after school when necessary.
- James Poole Elementary will involve their CIP parents in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I Part A

programs, including the campus Parental Involvement Policy and jointly development of the Schoolwide Program.

### **James Poole Elementary CIP Improvement Committee**

- The James Poole Elementary served under Title I Part A will jointly develop with CIP parents, for all students served under Title I Part A , a Teacher-Parent-Student Compact that outlines how parents, the entire campus staff, and the students will share the responsibility for improved student academic achievement, and the means by which the school and parents will build and develop a partnership to help children achieve the State's High Standards.

## **The Elementary Principal is required to**

The James Poole Elementary Principal is required to notify parents if the teacher is not Highly Qualified.

The elementary principals can download these letters by going to:

TEA Home Page

Hit NCLB

Go to General on left side- a box will come up

Click on sample forms

The James Poole Elementary principal should also have a parents right to know statement in the James Poole Student Handbook.

### **Example:**

#### **As an James Poole Elementary parent , you also have a right:**

- To request information regarding the professional qualifications of your child's teacher, including whether the teacher has met state qualifications and licensing criteria for the grade levels and subject area in which the teacher provides instruction; whether the teacher has an emergency permit or a provisional status for which the state requirements have been waived; and undergraduate and graduate degree majors, graduate certification, and the field of study of the certification or degree. Parents also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.

- To review teaching materials, textbooks, and other teaching aids and instructional materials use in the curriculum, and to examine tests that have been administered to your child.
- To inspect a survey created by a third party before the survey is administered or distributed to your child.
- To review your child's student records when needed. These records include:
  - Attendance records,
  - Test scores,
  - Grades,
  - Disciplinary records,
  - Counseling records,
  - Psychological records,
  - Applications for admission
  - Health and immunization information,
  - Other medical records,
  - Teacher and counselor evaluations,
  - Reports on behavior patterns, and
  - State assessment instruments that have been administered to your child.
- To grant or deny any written request from James Poole Elementary to make a videotape or voice recording of your child. State law, however, permits the school to make a videotape or voice recording without parental permission for the following circumstances:
  - When it is used for school safety;
  - When it relates to classroom instruction or a cocurricular or extracurricular activity;
  - When it relates to media coverage of James Poole Elementary.
- To remove your child temporarily from the classroom, if an instructional activity in which your child is scheduled to participate conflicts with your religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not be extended for an entire semester. Further your child must satisfy grade-level and graduation requirements as determined by the school and by the Texas Education Agency.
- To request that your child be excused from participation in the daily recitation of the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. The request must be in writing. State law does not allow your child to be excluded from participation in the required moment of silence or silent activity that follows.
- To request that your child be excused from recitation of a portion of the Declaration of Independence. State Law requires students in social studies classes in grades 3-12 to recite a portion of the text of the Declaration of Independence during Celebrate Freedom Week. Unless (1) you provide a written statement requesting that your child be excused, (2) James Poole Elementary determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity.

- To request in writing, if you are a noncustodial parent, that you be provided for the remainder of the school year a copy of any written notice usually provided to a parent related to misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion.

**The James Poole Elementary principal must sign a Principal Attestation  
Qualifications for elementary teachers and paraprofessionals**

Cara Rendon the principal will provide James Poole Elementary parents with any information they desire on a teacher or paraprofessional who is not HQ.

**Title I CIP Parent Involvement  
Annual Evaluation  
James Poole Elementary**

**There will be an annual evaluation of the content and effectiveness of the Title I Parent Involvement Program. CIP Parents and community members will be asked to fill out the evaluation form. The James Poole Elementary will revise its Parental Involvement Policy on the basis of the annual review.**

**CIP Input:**

- 1. Has James Poole Elementary provided an opportunities for CIP parents and a community member to be involved in the decision making process?**  
\_\_\_\_\_Yes      \_\_\_\_\_No
  
- 2. Did James Poole parental involvement improve the school year?**  
\_\_\_\_\_Yes      \_\_\_\_\_No
  
- 3. Did James Poole Elementary CIP parents and a community member participate in the Parent Compact planning session?**  
\_\_\_\_\_Yes      \_\_\_\_\_NO
  
- 4. Did any barriers exist that needs to be overcome in the James Poole Elementary CIP parents or community member involvement?**  
\_\_\_\_\_Yes      \_\_\_\_\_No



**CIP**  
**Title I Parental Involvement Meeting**  
**Attendance Sheet**

**James Poole Elementary**

Date: \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
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4. \_\_\_\_\_
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20. \_\_\_\_\_

## **Staff/Parent Communication**

Harmony will maintain a school calendar on Harmony I.S.D.'s Web Site to keep parents, students, and the community aware of events and meetings. An electronic sign-board is present in front of the High school to keep parents and the community aware of events. The James Poole Elementary Student Handbook is not sent home unless requested. It keeps parents and students abreast of policies and procedures related to the school district. It also contains the Parental Involvement Policy.

James Poole Elementary will post on Harmony I.S.D.'s Web Site the Parent Involvement Policies. Look starting on page 15 of this document and you will find the Texas Essential Knowledge and Skills listed by Chapter. Each elementary student is expected to master these objectives as they relate to his/her course of study. This information will be updated annually.

**This is an example of what they will look like:**

### **Texas Essential Knowledge and Skills by Chapter 2008 – 2010 Elementary Grades PK – 3**

#### **Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading Subchapter A. Elementary**

**Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §7.102(c)(4) and §28.002, unless otherwise noted.**

#### **§110.1. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, Elementary.**

The provisions of §§110.2-110.7 of this subchapter shall be superseded by §§110.11-110.16 of this subchapter beginning with the 2009-2010 school year.

*Source: The provisions of this §110.1 adopted to be effective September 1, 1998, 22 TexReg 7549; amended to be effective September 4, 2008, 33 TexReg 7162.*

#### **§110.2. English Language Arts and Reading, Kindergarten.**

**Texas Essential Knowledge and Skills by Chapter  
2008 – 2010  
Elementary Grades PK – 3**

**Chapter 110. Texas Essential Knowledge and Skills for English  
Language Arts and Reading  
Subchapter A. Elementary**

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**Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §7.102(c)(4) and §28.002, unless otherwise noted.**

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**§110.1. Implementation of Texas Essential Knowledge and Skills for English Language Arts and Reading, Elementary.**

The provisions of §§110.2-110.7 of this subchapter shall be superseded by §§110.11-110.16 of this subchapter beginning with the 2009-2010 school year.

*Source: The provisions of this §110.1 adopted to be effective September 1, 1998, 22 TexReg 7549; amended to be effective September 4, 2008, 33 TexReg 7162.*

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**§110.2. English Language Arts and Reading, Kindergarten.**

(a) Introduction.

(1) In Kindergarten, students engage in many activities that help them develop their oral language skills and help them begin to read and write. Kindergarten students take part in language activities that extend their vocabulary and conceptual knowledge. Students learn to follow directions and develop the language of schooling. Students discuss the meanings of words from familiar and conceptually challenging selections read aloud. Students express themselves in complete thoughts. In Kindergarten, students listen to a wide variety of children's literature, including selections from classic and contemporary works. Students also listen to nonfiction and informational material. Students learn to listen attentively and ask and respond to questions and retell stories. Students know

simple story structure and distinguish fiction from nonfiction. Kindergarten students identify and write the letters of the alphabet. Students learn that individual letters are different from printed words, that words have spaces between them, and that print is read from left-to-right and from top-to-bottom. Through meaningful and organized activities, Kindergarten students learn that spoken language is composed of sequences of sounds. Students learn to segment and identify the sounds in spoken words. Students name each letter of the alphabet, begin to associate spoken sounds with the letter or letters that represent them, and begin to use this knowledge to read words and simple stories. In Kindergarten, students write the letters of the alphabet, their names, and other words. Initially, students dictate messages and stories for others to write. Students begin to use their knowledge of sounds and letters to write by themselves.

(2) For Kindergarten students whose first language is not English, the students' native language serves as a foundation for English language acquisition.

(3) The essential knowledge and skills as well as the student expectations for Kindergarten are described in subsection (b) of this section. Following each statement of a student expectation is a parenthetical notation that indicates the additional grades at which these expectations are demonstrated at increasingly sophisticated levels.

(4) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations at Kindergarten as described in subsection (b) of this section.

(5) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:

(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);

(B) respond appropriately and courteously to directions and questions (K-3);

(C) participate in rhymes, songs, conversations, and discussions (K-3);

(D) listen critically to interpret and evaluate (K-3);

(E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); and

(F) identify the musical elements of literary language such as its rhymes or repeated sounds (K-1).

(2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

(A) connect experiences and ideas with those of others through speaking and listening (K-3); and

(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).

(3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:

(A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3);

(B) use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions (K-3);

(C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);

(D) present dramatic interpretations of experiences, stories, poems, or plays (K-3); and

(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3).

(4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:

(A) learn the vocabulary of school such as numbers, shapes, colors, directions, and categories (K-1);

(B) use vocabulary to describe clearly ideas, feelings, and experiences (K-3);

(C) clarify and support spoken messages using appropriate props such as objects, pictures, or charts (K-3); and

(D) retell a spoken message by summarizing or clarifying (K-3).

(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:

(A) recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as Exit and Danger (K-1);

(B) know that print moves left-to-right across the page and top-to-bottom (K-1);

(C) understand that written words are separated by spaces (K-1);

(D) know the difference between individual letters and printed words (K-1);

(E) know the difference between capital and lowercase letters (K-1);

(F) recognize how readers use capitalization and punctuation to comprehend (K-1);

(G) understand that spoken words are represented in written language by specific sequences of letters (K-1); and

(H) recognize that different parts of a book such as cover, title page, and table of contents offer information (K-1).

(6) Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds). The student is expected to:

(A) demonstrate the concept of word by dividing spoken sentences into individual words (K-1);

(B) identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1);

(C) produce rhyming words and distinguish rhyming words from non-rhyming words (K-1);

(D) identify and isolate the initial and final sound of a spoken word (K-1);

(E) blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word (K); and

(F) segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds (K-1).

(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:

(A) name and identify each letter of the alphabet (K-1);

(B) understand that written words are composed of letters that represent sounds (K-1); and

(C) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

(8) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:

(A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);

(B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3); and

(C) identify words that name persons, places, or things and words that name actions (K-1).

(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud. The student is expected to:

(A) use prior knowledge to anticipate meaning and make sense of texts (K-3);

(B) establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained (K-3); and

(C) retell or act out the order of important events in stories (K-3).

(10) Reading/literary response. The student responds to various texts. The student is expected to:

(A) listen to stories being read aloud (K-1);

(B) participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud (K-1);

(C) respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation (K-1); and

(D) describe how illustrations contribute to the text (K-1).

(11) Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts. The student is expected to:

(A) distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve (K-3);

(B) understand simple story structure (K-1);

(C) distinguish fiction from nonfiction, including fact and fantasy (K-3);

(D) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2); and

(E) understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures (K-1).

(12) Reading/inquiry/research. The student generates questions and conducts research about topics introduced through selections read aloud and from a variety of other sources. The student is expected to:

(A) identify relevant questions for inquiry such as "Why did knights wear armor?" (K-3);

(B) use pictures, print, and people to gather information and answer questions (K-1);

(C) draw conclusions from information gathered (K-3); and

(D) locate important areas of the library/media center (K-1).

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

(A) connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3); and

(B) compare experiences of characters across cultures (K-3).

(14) Writing/spelling/penmanship. The student develops the foundations of writing. The student is expected to:

(A) write his/her own name and other important words (K-1);

(B) write each letter of the alphabet, both capital and lowercase (K);

(C) use phonological knowledge to map sounds to letters to write messages (K-1);

(D) write messages that move left-to-right and top-to-bottom on the page (K-1); and

(E) gain increasing control of penmanship such as pencil grip, paper position, and beginning stroke (K).

(15) Writing/composition. The student composes original texts. The student is expected to:

(A) dictate messages such as news and stories for others to write (K-1);

(B) write labels, notes, and captions for illustrations, possessions, charts, centers (K-1);

(C) write to record ideas and reflections (K-3);

(D) generate ideas before writing on self-selected topics (K-1);

(E) generate ideas before writing on assigned tasks (K-1); and

(F) use available technology to compose text (K-3).

(16) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:

(A) record or dictate questions for investigating (K-1); and

(B) record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas (K-3).

*Source: The provisions of this §110.2 adopted to be effective September 1, 1998, 22 TexReg 7549.*

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### **§110.3. English Language Arts and Reading, Grade 1.**

(a) Introduction.

(1) In Grade 1, students continue to develop their oral language and communication skills and move to becoming independent readers and writers. First grade students listen attentively and connect their experiences and ideas with information and ideas presented in print. Students listen and respond to a wide variety of children's literature, including selections from classic and contemporary works. The stories and informational books students hear introduce them to new vocabulary. Students recognize the distinguishing features of stories, poems, and informational texts. First grade students continue to develop their concepts of how print connects with spoken language. Students understand that spoken language is composed of sequences of sounds and that those sounds are represented by letters. Students can name the letters and know the order of the alphabet and associate sounds with the letter or letters that represent them. Students learn most of the common letter-sound correspondences and use this knowledge to help them decode written words. First grade students regularly read (both orally and silently) in texts of appropriate difficulty with fluency and understanding. Students demonstrate their comprehension by asking and answering questions, retelling stories, predicting outcomes, and making and explaining inferences. First grade students become adept writers. Students know the difference between words, sentences, and paragraphs. First grade students can organize their thoughts and ideas into complete stories or reports. Students use subjects and verbs and are able to write complete sentences using basic capitalization and punctuation. First grade students become more proficient spellers as they learn to spell a number of high-frequency words and words with regularly spelled patterns. The students' messages move from left-to-right and from top-to-bottom and are written with increasing control of penmanship.

(2) For first grade students whose first language is not English, the students' native language serves as a foundation for English language acquisition.

(3) The essential knowledge and skills as well as the student expectations for Grade 1 are described in subsection (b) of this section. Following each statement of a student expectation is a parenthetical notation that indicates the additional grades at which these expectations are demonstrated at increasingly sophisticated levels.

(4) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations for Grade 1 as described in subsection (b) of this section.

(5) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:

- (A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);
- (B) respond appropriately and courteously to directions and questions (K-3);
- (C) participate in rhymes, songs, conversations, and discussions (K-3);
- (D) listen critically to interpret and evaluate (K-3);
- (E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); and
- (F) identify the musical elements of literary language such as its rhymes or repeated sounds (K-1).

(2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

- (A) connect experiences and ideas with those of others through speaking and listening (K-3); and
- (B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).

(3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:

- (A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3);

(B) use verbal and nonverbal communication in effective ways such as in making announcements, giving directions, or making introductions (K-3);

(C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);

(D) present dramatic interpretations of experiences, stories, poems, or plays (K-3); and

(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3).

(4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:

(A) learn the vocabulary of school such as numbers, shapes, colors, directions, and categories (K-1);

(B) use vocabulary to describe clearly ideas, feelings, and experiences (K-3);

(C) clarify and support spoken messages using appropriate props such as objects, pictures, and charts (K-3); and

(D) retell a spoken message by summarizing or clarifying (K-3).

(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:

(A) recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as Exit and Danger (K-1);

(B) know that print moves left-to-right across the page and top-to-bottom (K-1);

(C) understand that written words are separated by spaces (K-1);

(D) know the difference between individual letters and printed words (K-1);

(E) know the order of the alphabet (1);

(F) know the difference between capital and lowercase letters (K-1);

(G) recognize how readers use capitalization and punctuation to comprehend (K-1);

(H) understand that spoken words are represented in written language by specific sequences of letters (K-1);

(I) recognize that different parts of a book such as cover, title page, and table of contents offer information (K-1);

(J) recognize that there are correct spellings for words (1); and

(K) recognize the distinguishing features of a paragraph (1).

(6) Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds). The student is expected to:

(A) demonstrate the concept of word by dividing spoken sentences into individual words (K-1);

(B) identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1);

(C) produce rhyming words and distinguish rhyming words from non-rhyming words (K-1);

(D) identify and isolate the initial and final sound of a spoken word (K-1);

(E) blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1); and

(F) segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).

(7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:

(A) name and identify each letter of the alphabet (K-1);

(B) understand that written words are composed of letters that represent sounds (K-1);

(C) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1);

(D) learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as bl, st, tr; consonant digraphs such as th, sh, ck; and vowel digraphs and diphthongs such as ea, ie, ee (1);

(E) blend initial letter-sounds with common vowel spelling patterns to read words (1-3);

(F) decode by using all letter-sound correspondences within regularly spelled words (1-3); and

(G) use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught) (1).

(8) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:

(A) decode by using all letter-sound correspondences within a word (1-3);

(B) use common spelling patterns to read words (1);

(C) use structural cues to recognize words such as compounds, base words, and inflections such as -s, -es, -ed, and -ing (1-2);

(D) identify multisyllabic words by using common syllable patterns (1-3);

(E) recognize high frequency irregular words such as said, was, where, and is (1-2);

(F) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and

(G) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

(9) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:

(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (1);

(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" first grader reads approximately 60 wpm) (1);

(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (1); and

(D) self-select independent level reading such as by drawing on personal interest, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3).

(10) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:

(A) read fiction, nonfiction, and poetry, including classic and contemporary works, for pleasure and/or information (1); and

(B) use graphs, charts, signs, captions, and other informational texts to acquire information (1).

(11) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:

(A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);

(B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3); and

(C) identify words that name persons, places, or things and words that name actions (K-1).

(12) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:

(A) use prior knowledge to anticipate meaning and make sense of texts (K-3);

(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3);

(C) retell or act out the order of important events in stories (K-3);

(D) monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3);

(E) draw and discuss visual images based on text descriptions (1-3);

(F) make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3); and

(G) identify similarities and differences across texts such as in topics, characters, and problems (1-2).

(13) Reading/literary response. The student responds to various texts. The student is expected to:

(A) listen to stories being read aloud (K-1);

(B) participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud (K-1);

(C) respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation (K-1);

(D) connect ideas and themes across texts (1-3); and

(E) describe how illustrations contribute to the text (K-1).

(14) Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts. The student is expected to:

(A) distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve (K-3);

(B) understand simple story structure (K-1);

(C) distinguish fiction from nonfiction, including fact and fantasy (K-3);

(D) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3);

(E) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2);

(F) understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures (K-1);

(G) analyze characters, including their traits, feelings, relationships, and changes (1-3);

- (H) identify the importance of the setting to a story's meaning (1-3); and
- (I) recognize the story problem(s) or plot (1-3).

(15) Reading/inquiry/research. The student generates questions and conducts research about topics using information from a variety of sources, including selections read aloud. The student is expected to:

- (A) identify relevant questions for inquiry such as "What do pill bugs eat?" (K-3);
- (B) use pictures, print, and people to gather information and answer questions (K-1);
- (C) draw conclusions from information gathered (K-3);
- (D) use alphabetical order to locate information (1-3);
- (E) recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices (1-3); and
- (F) locate important areas of the library/media center (K-1).

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

- (A) connect his/her own experiences with the life experiences, languages, customs, and culture of others (K-3); and
- (B) compare experiences of characters across cultures (K-3).

(17) Writing/penmanship/capitalization/punctuation. The student develops the foundations of writing. The student is expected to:

- (A) write his/her own name and other important words (K-1);
- (B) write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1);
- (C) use phonological knowledge to map sounds to letters to write messages (K-1);
- (D) write messages that move left-to-right and top-to-bottom on the page (K-1);

(E) gain an increasing control of penmanship such as pencil grip, paper position, stroke, and posture (1);

(F) use word and letter spacing and margins to make messages readable (1-2); and

(G) use basic capitalization and punctuation such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2).

(18) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:

(A) dictate messages such as news and stories for others to write (K-1);

(B) write labels, notes, and captions for illustrations, possessions, charts, and centers (K-1);

(C) write to record ideas and reflections (K-3);

(D) write to discover, develop, and refine ideas (1-3);

(E) write to communicate with a variety of audiences (1-3); and

(F) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (1-3).

(19) Writing/writing processes. The student selects and uses writing processes to compose original text. The student is expected to:

(A) generate ideas before writing on self-selected topics (K-1);

(B) generate ideas before writing on assigned tasks (K-1);

(C) develop drafts (1-3);

(D) revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images (1-3); and

(E) use available technology to compose text (K-3).

(20) Writing/spelling. The student spells proficiently. The student is expected to:

(A) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);

(B) write with more proficient spelling of inflectional endings such as plurals and verb tenses (1-2);

(C) spell single syllable words that have r-controlled vowels such as in burn or star; that have the final consonants f, l, and s such as in miss or doll; and that have ck as the final consonants such as in buck (1);

(D) use resources to find correct spellings, synonyms, and replacement words (1-3); and

(E) use conventional spelling of familiar words in final drafts (1).

(21) Writing/grammar/usage. The student composes meaningful texts by applying knowledge of grammar and usage. The student is expected to:

(A) use nouns and verbs in sentences (1); and

(B) compose complete sentences in written texts and use the appropriate end punctuation (1-2).

(22) Writing/evaluation. The student evaluates his/her own writing and the writing of others. The student is expected to:

(A) identify the most effective features of a piece of writing using criteria generated by the teacher and class (1-3);

(B) respond constructively to others' writing (1-3); and

(C) determine how his/her own writing achieves its purposes (1-3).

(23) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:

(A) record or dictate questions for investigating (K-1); and

(B) record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas (K-3).

*Source: The provisions of this §110.3 adopted to be effective September 1, 1998, 22 TexReg 7549.*

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**§110.4. English Language Arts and Reading, Grade 2.**

(a) Introduction.

(1) In Grade 2, students read and write independently. Students have many opportunities to use spoken language. Second grade students understand that there are different purposes for speaking and listening. Students know how to attract and hold the attention of their classmates when they make announcements or share a story. Second grade students recognize a large number of words automatically and use a variety of word identification strategies to figure out words they do not immediately recognize. Students read regularly for understanding and fluency in a variety of genres, including selections from classic and contemporary works. Students read texts from which they acquire new information. Students summarize what they read and represent ideas gained from reading with story maps, charts, and drawings. Students use references, including dictionaries and glossaries, to build word meanings and confirm pronunciation. Second grade students revise and edit their own writing to make ideas more clear and precise. Students use appropriate capitalization and punctuation. Students use singular and plural nouns and adjust verbs for agreement. In Grade 2, students' penmanship is characterized by letters that are properly formed, words that are properly spaced, and overall compositions that are legible. Students begin to take simple notes and compile notes into outlines.

(2) For second grade students whose first language is not English, the students' native language serves as a foundation for English language acquisition.

(3) The essential knowledge and skills as well as the student expectations for Grade 2 are described in subsection (b) of this section. Following each statement of a student expectation is a parenthetical notation that indicates the additional grades at which these expectations are demonstrated at increasingly sophisticated levels.

(4) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations for Grade 2 as described in subsection (b) of this section.

(5) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

(1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:

- (A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);
- (B) respond appropriately and courteously to directions and questions (K-3);
- (C) participate in rhymes, songs, conversations, and discussions (K-3);
- (D) listen critically to interpret and evaluate (K-3);
- (E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); and
- (F) identify the musical elements of literary language such as its rhymes, repeated sounds, or instances of onomatopoeia (2-3).

(2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

- (A) connect experiences and ideas with those of others through speaking and listening (K-3); and
- (B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).

(3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:

- (A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3);
- (B) use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions (K-3);
- (C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);
- (D) present dramatic interpretations of experiences, stories, poems, or plays (K-3); and

(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3).

(4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:

(A) use vocabulary to describe clearly ideas, feelings, and experiences (K-3);

(B) clarify and support spoken messages using appropriate props such as objects, pictures, or charts (K-3); and

(C) retell a spoken message by summarizing or clarifying (K-3).

(5) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:

(A) decode by using all letter-sound correspondences within a word (1-3);

(B) blend initial letter - sounds with common vowel spelling patterns to read words (1-3);

(C) recognize high frequency irregular words such as said, was, where, and is (1-2);

(D) identify multisyllabic words by using common syllable patterns (1-3);

(E) use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing (1-2);

(F) use structural cues such as prefixes and suffixes to recognize words, for example, un- and -ly (2);

(G) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and

(H) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

(6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:

(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (2);

(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" second grader reads approximately 70 wpm) (2);

(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (2);

(D) self-select independent-level reading by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3); and

(E) read silently for increasing periods of time (2-3).

(7) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:

(A) read classic and contemporary works (2-8);

(B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources (2-3); and

(C) read to accomplish various purposes, both assigned and self-selected (2-3).

(8) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:

(A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);

(B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3);

(C) develop vocabulary through reading (2-3); and

(D) use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words (2-3).

(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:

(A) use prior knowledge to anticipate meaning and make sense of texts (K-3);

(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3);

(C) retell or act out the order of important events in stories (K-3);

(D) monitor his/her own comprehension and act purposefully when comprehension breaks down such as rereading, searching for clues, and asking for help (1-3);

(E) draw and discuss visual images based on text descriptions (1-3);

(F) make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3);

(G) identify similarities and differences across texts such as in topics, characters, and problems (1-2);

(H) produce summaries of text selections (2-3); and

(I) represent text information in different ways, including story maps, graphs, and charts (2-3).

(10) Reading/literary response. The student responds to various texts. The student is expected to:

(A) respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning) in writing, and through movement, music, art, and drama (2-3);

(B) demonstrate understanding of informational text in various ways such as through writing, illustrating, developing demonstrations, and using available technology (2-3);

(C) support interpretations or conclusions with examples drawn from text (2-3); and

(D) connect ideas and themes across texts (1-3).

(11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:

(A) distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve (K-3);

(B) identify text as written for entertainment (narrative) or for information (expository) (2);

(C) distinguish fiction from nonfiction, including fact and fantasy (K-3);

(D) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3);

(E) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);

(F) understand and identify simple literary terms such as title, author, and illustrator across a variety of literary forms (texts) (2);

(G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2);

(H) analyze characters, including their traits, relationships, and changes (1-3);

(I) identify the importance of the setting to a story's meaning (1-3); and

(J) recognize the story problem(s) or plot (1-3).

(12) Reading inquiry/research. The student generates questions and conducts research using information from various sources. The student is expected to:

(A) identify relevant questions for inquiry such as "Why do birds build different kinds of nests?" (K-3);

(B) use alphabetical order to locate information (1-3);

(C) recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices (1-3);

(D) use multiple sources, including print such as an encyclopedia, technology, and experts, to locate information that addresses questions (2-3);

(E) interpret and use graphic sources of information such as maps, charts, graphs, and diagrams (2-3);

(F) locate and use important areas of the library media center (2-3);

(G) demonstrate learning through productions and displays such as murals, written and oral reports, and dramatizations (2-3); and

(H) draw conclusions from information gathered (K-3).

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

(A) connect life experiences with the life experiences, language, customs, and culture of others (K-3); and

(B) compare experiences of characters across cultures (K-3).

(14) Writing/purposes. The student writes for a variety of audiences and purposes, and in various forms. The student is expected to:

(A) write to record ideas and reflections (K-3);

(B) write to discover, develop, and refine ideas (1-3);

(C) write to communicate with a variety of audiences (1-3); and

(D) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (1-3).

(15) Writing/penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly. The student is expected to:

(A) gain increasing control of aspects of penmanship such as pencil grip, paper position, stroke, and posture, and using correct letter formation, appropriate size, and spacing (2);

(B) use word and letter spacing and margins to make messages readable (1-2);

(C) use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences, using periods, question marks, and exclamation points (1-2); and

(D) use more complex capitalization and punctuation with increasing accuracy such as proper nouns, abbreviations, commas, apostrophes, and quotation marks (2).

(16) Writing/spelling. The student spells proficiently. The student is expected to:

(A) use resources to find correct spellings, synonyms, and replacement words (1-3);

(B) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);

(C) write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2); and

(D) write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2).

(17) Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage. The student is expected to:

(A) use singular and plural forms of regular nouns (2);

(B) compose complete sentences in written texts and use the appropriate end punctuation (1-2);

(C) compose sentences with interesting, elaborated subjects (2-3); and

(D) edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including to be, in final drafts (2-3).

(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:

(A) generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (2-3);

(B) develop drafts (1-3);

(C) revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images (1-3);

(D) edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3);

(E) use available technology for aspects of writing, including word processing, spell checking, and printing (2-3); and

(F) demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form and "publishing" them for audiences (2-3).

(19) Writing/evaluation. The student evaluates his/her own writing and the writing of others. The student is expected to:

(A) identify the most effective features of a piece of writing using criteria generated by the teacher and class (1-3);

(B) respond constructively to others' writing (1-3);

(C) determine how his/her own writing achieves its purposes (1-3);

(D) use published pieces as models for writing (2-3); and

(E) review a collection of his/her own written work to monitor growth as a writer (2-3).

(20) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:

(A) write or dictate questions for investigating (2-3);

(B) record his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas (K-3);

(C) take simple notes from relevant sources such as classroom guests, information books, and media sources (2-3); and

(D) compile notes into outlines, reports, summaries, or other written efforts using available technology (2-3).

*Source: The provisions of this §110.4 adopted to be effective September 1, 1998, 22 TexReg 7549.*

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### **§110.5. English Language Arts and Reading, Grade 3.**

(a) Introduction.

(1) In Grade 3, students read and write more independently than in any previous grade and spend significant blocks of time engaged in reading and writing on their own as well as in assigned tasks and projects. Students listen critically to spoken

messages, think about their own contributions to discussions, and plan their oral presentations. Third grade students read grade-level material fluently and with comprehension. Students use root words, prefixes, suffixes, and derivational endings to recognize words. Students demonstrate knowledge of synonyms, antonyms, and multi-meaning words. Students are beginning to distinguish fact from opinion in texts. During class discussions, third grade students support their ideas and inferences by citing portions of the text being discussed. Students read in a variety of genres, including realistic and imaginative fiction, nonfiction, and poetry from classic and contemporary works. Third grade students write with more complex capitalization and punctuation such as proper nouns and commas in a series. Students write with more proficient spelling of contractions and homonyms. Third grade students write longer and more elaborate sentences and organize their writing into larger units of text. Students write several drafts to produce a final product. Students revise their writing to improve coherence, progression, and logic, and edit final drafts to reflect standard grammar and usage. Students master manuscript writing and may begin to use cursive writing.

(2) For third grade students whose first language is not English, the students' native language serves as a foundation for English language acquisition.

(3) The essential knowledge and skills as well as the student expectations for Grade 3 are described in subsection (b) of this section. Following each statement of a student expectation is a parenthetical notation that indicates the additional grades at which these expectations are demonstrated at increasingly sophisticated levels.

(4) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge and skills as well as the student expectations for Grade 3 as described in subsection (b) of this section.

(5) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(6) It is the goal of the state that all children read on grade level by the end of Grade 3 and continue to read on grade level or higher throughout their schooling.

(b) Knowledge and skills.

(1) Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The student is expected to:

- (A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);
- (B) respond appropriately and courteously to directions and questions (K-3);
- (C) participate in rhymes, songs, conversations, and discussions (K-3);
- (D) listen critically to interpret and evaluate (K-3);
- (E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); and
- (F) identify the musical elements of literary language, including its rhymes, repeated sounds, or instances of onomatopoeia (2-3).

(2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

- (A) connect experiences and ideas with those of others through speaking and listening (K-3); and
- (B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).

(3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:

- (A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3);
- (B) use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions (K-3);
- (C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);
- (D) present dramatic interpretations of experiences, stories, poems, or plays (K-3); and

(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3).

(4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:

(A) use vocabulary to describe clearly ideas, feelings, and experiences (K-3);

(B) clarify and support spoken messages using appropriate props, including objects, pictures, and charts (K-3); and

(C) retell a spoken message by summarizing or clarifying (K-3).

(5) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:

(A) decode by using all letter-sound correspondences within a word (1-3);

(B) blend initial letter-sounds with common vowel spelling patterns to read words (1-3);

(C) identify multisyllabic words by using common syllable patterns (1-3);

(D) use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3);

(E) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and

(F) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

(6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:

(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (3);

(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; the "typical" third grader reads 80 wpm) (3);

(C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (3);

(D) self-select independent-level reading such as by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3); and

(E) read silently for increasing periods of time (2-3).

(7) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:

(A) read classic and contemporary works (2-8);

(B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources (2-3); and

(C) read to accomplish various purposes, both assigned and self-selected (2-3).

(8) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:

(A) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3);

(B) develop vocabulary through reading (2-3);

(C) use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciations of words (2-3); and

(D) demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3).

(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:

(A) use prior knowledge to anticipate meaning and make sense of texts (K-3);

(B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3);

(C) retell or act out the order of important events in stories (K-3);

(D) monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, and asking for help (1-3);

(E) draw and discuss visual images based on text descriptions (1-3);

(F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1-3);

(G) identify similarities and differences across texts such as in topics, characters, and themes (3);

(H) produce summaries of text selections (2-3);

(I) represent text information in different ways, including story maps, graphs, and charts (2-3);

(J) distinguish fact from opinion in various texts, including news stories and advertisements (3); and

(K) practice different kinds of questions and tasks, including test-like comprehension questions (3).

(10) Reading/literary response. The student responds to various texts. The student is expected to:

(A) respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama (2-3);

(B) demonstrate understanding of informational text in a variety of ways through writing, illustrating, developing demonstrations, and using available technology (2-3);

(C) support interpretations or conclusions with examples drawn from text (2-3); and

(D) connect ideas and themes across texts (1-3).

(11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:

(A) distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve (K-3);

- (B) distinguish fiction from nonfiction, including fact and fantasy (K-3);
- (C) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3);
- (D) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);
- (E) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts) (3-5);
- (F) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);
- (G) compare communications in different forms, including contrasting a dramatic performance with a print version of the same story (3);
- (H) analyze characters, including their traits, feelings, relationships, and changes (1-3);
- (I) identify the importance of the setting to a story's meaning (1-3); and
- (J) recognize the story problem(s) or plot (1-3).

(12) Reading/inquiry/research. The student generates questions and conducts research using information from various sources. The student is expected to:

- (A) identify relevant questions for inquiry such as "What Native American tribes inhabit(ed) Texas?" (K-3);
- (B) use alphabetical order to locate information (1-3);
- (C) recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices (1-3);
- (D) use multiple sources, including print such as an encyclopedia, technology, and experts, to locate information that addresses questions (2-3);
- (E) interpret and use graphic sources of information, including maps, charts, graphs, and diagrams (2-3);
- (F) locate and use important areas of the library media center (2-3);

(G) organize information in systematic ways, including notes, charts, and labels (3);

(H) demonstrate learning through productions and displays such as oral and written reports, murals, and dramatizations (2-3);

(I) use compiled information and knowledge to raise additional, unanswered questions (3); and

(J) draw conclusions from information gathered (K-3).

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

(A) connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3); and

(B) compare experiences of characters across cultures (K-3).

(14) Writing/purposes. The student writes for a variety of audiences and purposes and in various forms. The student is expected to:

(A) write to record ideas and reflections (K-3);

(B) write to discover, develop, and refine ideas (1-3);

(C) write to communicate with a variety of audiences (1-3); and

(D) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (1-3).

(15) Writing/penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly. The student is expected to:

(A) gain more proficient control of all aspects of penmanship (3); and

(B) use capitalization and punctuation such as commas in a series, apostrophes in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3).

(16) Writing/spelling. The student spells proficiently. The student is expected to:

(A) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVCe) (hope), and one-syllable words with blends (drop) (1-3);

(B) spell multisyllabic words using regularly spelled phonogram patterns (3);

(C) write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3);

(D) write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3);

(E) write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3);

(F) write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns (3-6);

(G) spell words ending in -tion and -sion such as station and procession (3); and

(H) use resources to find correct spellings, synonyms, or replacement words (1-3).

(17) Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage. The student is expected to:

(A) use correct irregular plurals such as sheep (3);

(B) use singular and plural forms of regular nouns and adjust verbs for agreement (3);

(C) compose elaborated sentences in written texts and use the appropriate end punctuation (3);

(D) compose sentences with interesting, elaborated subjects (2-3); and

(E) edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including to be, in final drafts (2-3).

(18) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:

- (A) generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (2-3);
- (B) develop drafts (1-3);
- (C) revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images (1-3);
- (D) edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3);
- (E) use available technology for aspects of writing such as word processing, spell checking, and printing (2-3); and
- (F) demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form, "publishing" them for audiences (2-3).

(19) Writing/evaluation. The student evaluates his/her own writing and the writing of others. The student is expected to:

- (A) identify the most effective features of a piece of writing using criteria generated by the teacher and class (1-3);
- (B) respond constructively to others' writing (1-3);
- (C) determine how his/her own writing achieves its purposes (1-3);
- (D) use published pieces as models for writing (2-3); and
- (E) review a collection of his/her own written work to monitor growth as a writer (2-3).

(20) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:

- (A) write or dictate questions for investigating (2-3);
- (B) record his/her own knowledge of a topic in a variety of ways such as by drawing pictures, making lists, and showing connections among ideas (K-3);
- (C) take simple notes from relevant sources such as classroom guests, books, and media sources (2-3); and

(D) compile notes into outlines, reports, summaries, or other written efforts using available technology (2-3).

*Source: The provisions of this §110.5 adopted to be effective September 1, 1998, 22  
TexReg 7549*

## Chapter 111. Texas Essential Knowledge and Skills for Mathematics Subchapter A. Elementary

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**Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §28.002, unless otherwise noted.**

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### **§111.11. Implementation of Texas Essential Knowledge and Skills for Mathematics, Grades K-5.**

The provisions of this subchapter shall be implemented by school districts beginning with the 2006-2007 school year.

*Source: The provisions of this §111.11 adopted to be effective September 1, 1998, 22 TexReg 7623; amended to be effective August 1, 2006, 30 TexReg 7471.*

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### **§111.12. Mathematics, Kindergarten.**

(a) Introduction.

(1) Within a well-balanced mathematics curriculum, the primary focal points at Kindergarten are developing whole-number concepts and using patterns and sorting to explore number, data, and shape.

(2) Throughout mathematics in Kindergarten-Grade 2, students build a foundation of basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Students use numbers in ordering, labeling, and expressing quantities and relationships to solve problems and translate informal language into mathematical language and symbols. Students use objects to create and identify patterns and use those patterns to express relationships, make predictions, and solve problems as they build an understanding of number, operation, shape, and space. Students progress from informal to formal language to describe two- and three-dimensional geometric figures and likenesses in the physical world. Students begin to develop measurement concepts as they identify and compare attributes of objects and situations. Students collect, organize, and display data and use information from graphs to answer questions, make summary statements, and make informal predictions based on their experiences.

(3) Throughout mathematics in Kindergarten-Grade 2, students develop numerical fluency with conceptual understanding and computational accuracy. Students in Kindergarten-Grade 2 use basic number sense to compose and decompose numbers in order to solve problems requiring precision, estimation, and reasonableness. By the end of Grade 2, students know basic addition and subtraction facts and are using them to work flexibly, efficiently, and accurately with numbers during addition and subtraction computation.

(4) Problem solving, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas in mathematics. Throughout mathematics in Kindergarten-Grade 2, students use these processes together with technology and other mathematical tools such as manipulative materials to develop conceptual understanding and solve meaningful problems as they do mathematics.

(b) Knowledge and skills.

**(K.1) Number, operation, and quantitative reasoning.** The student uses numbers to name quantities.

The student is expected to:

(A) use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects;

(B) use sets of concrete objects to represent quantities given in verbal or written form (through 20); and

(C) use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions.

**(K.2) Number, operation, and quantitative reasoning.** The student describes order of events or objects.

The student is expected to:

(A) use language such as before or after to describe relative position in a sequence of events or objects; and

(B) name the ordinal positions in a sequence such as first, second, third, etc.

**(K.3) Number, operation, and quantitative reasoning.** The student recognizes that there are quantities less than a whole.

The student is expected to:

- (A) share a whole by separating it into two equal parts; and
- (B) explain why a given part is half of the whole.

**(K.4) Number, operation, and quantitative reasoning.** The student models addition (joining) and subtraction (separating).

The student is expected to model and create addition and subtraction problems in real situations with concrete objects.

**(K.5) Patterns, relationships, and algebraic thinking.** The student identifies, extends, and creates patterns.

The student is expected to identify, extend, and create patterns of sounds, physical movement, and concrete objects.

**(K.6) Patterns, relationships, and algebraic thinking.** The student uses patterns to make predictions.

The student is expected to:

- (A) use patterns to predict what comes next, including cause-and-effect relationships; and
- (B) count by ones to 100.

**(K.7) Geometry and spatial reasoning.** The student describes the relative positions of objects.

The student is expected to:

- (A) describe one object in relation to another using informal language such as over, under, above, and below; and
- (B) place an object in a specified position.

**(K.8) Geometry and spatial reasoning.** The student uses attributes to determine how objects are alike and different.

The student is expected to:

- (A) describe and identify an object by its attributes using informal language;

(B) compare two objects based on their attributes; and

(C) sort a variety of objects including two- and three-dimensional geometric figures according to their attributes and describe how the objects are sorted.

(K.9) **Geometry and spatial reasoning.** The student recognizes attributes of two- and three-dimensional geometric figures.

The student is expected to:

(A) describe and compare the attributes of real-life objects such as balls, boxes, cans, and cones or models of three-dimensional geometric figures;

(B) recognize shapes in real-life three-dimensional geometric figures or models of three-dimensional geometric figures; and

(C) describe, identify, and compare circles, triangles, rectangles, and squares (a special type of rectangle).

(K.10) **Measurement.** The student directly compares the attributes of length, area, weight/mass, capacity, and/or relative temperature. The student uses comparative language to solve problems and answer questions.

The student is expected to:

(A) compare and order two or three concrete objects according to length (longer/shorter than, or the same);

(B) compare the areas of two flat surfaces of two-dimensional figures (covers more, covers less, or covers the same);

(C) compare two containers according to capacity (holds more, holds less, or holds the same);

(D) compare two objects according to weight/mass (heavier than, lighter than or equal to); and

(E) compare situations or objects according to relative temperature (hotter/colder than, or the same as).

(K.11) **Measurement.** The student uses time to describe, compare, and order events and situations.

The student is expected to:

(A) compare events according to duration such as more time than or less time than;

(B) sequence events (up to three); and

(C) read a calendar using days, weeks, and months.

(K.12) **Probability and statistics.** The student constructs and uses graphs of real objects or pictures to answer questions.

The student is expected to:

(A) construct graphs using real objects or pictures in order to answer questions; and

(B) use information from a graph of real objects or pictures in order to answer questions.

(K.13) **Underlying processes and mathematical tools.** The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school.

The student is expected to:

(A) identify mathematics in everyday situations;

(B) solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;

(C) select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem; and

(D) use tools such as real objects, manipulatives, and technology to solve problems.

(K.14) **Underlying processes and mathematical tools.** The student communicates about Kindergarten mathematics using informal language.

The student is expected to:

(A) communicate mathematical ideas using objects, words, pictures, numbers, and technology; and

(B) relate everyday language to mathematical language and symbols.

(K.15) **Underlying processes and mathematical tools.** The student uses logical reasoning.

The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.

*Source: The provisions of this §111.12 adopted to be effective September 1, 1998, 22 TexReg 7623; amended to be effective August 1, 2006, 30 TexReg 7471.*

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### **§111.13. Mathematics, Grade 1.**

(a) Introduction.

(1) Within a well-balanced mathematics curriculum, the primary focal points at Grade 1 are building number sense through number relationships, adding and subtracting whole numbers, organizing and analyzing data, and working with two- and three-dimensional geometric figures.

(2) Throughout mathematics in Kindergarten-Grade 2, students build a foundation of basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Students use numbers in ordering, labeling, and expressing quantities and relationships to solve problems and translate informal language into mathematical language and symbols. Students use objects to create and identify patterns and use those patterns to express relationships, make predictions, and solve problems as they build an understanding of number, operation, shape, and space. Students progress from informal to formal language to describe two- and three-dimensional geometric figures and likenesses in the physical world. Students begin to develop measurement concepts as they identify and compare attributes of objects and situations. Students collect, organize, and display data and use information from graphs to answer questions, make summary statements, and make informal predictions based on their experiences.

(3) Throughout mathematics in Kindergarten-Grade 2, students develop numerical fluency with conceptual understanding and computational accuracy. Students in Kindergarten-Grade 2 use basic number sense to compose and decompose numbers in order to solve problems requiring precision, estimation, and reasonableness. By the end of Grade 2, students know basic addition and subtraction facts and are using them to work flexibly, efficiently, and accurately with numbers during addition and subtraction computation.

(4) Problem solving, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas

in mathematics. Throughout mathematics in Kindergarten-Grade 2, students use these processes together with technology and other mathematical tools such as manipulative materials to develop conceptual understanding and solve meaningful problems as they do mathematics.

(b) Knowledge and skills.

(1.1) **Number, operation, and quantitative reasoning.** The student uses whole numbers to describe and compare quantities.

The student is expected to:

- (A) compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models;
- (B) create sets of tens and ones using concrete objects to describe, compare, and order whole numbers;
- (C) identify individual coins by name and value and describe relationships among them; and
- (D) read and write numbers to 99 to describe sets of concrete objects.

(1.2) **Number, operation, and quantitative reasoning.** The student uses pairs of whole numbers to describe fractional parts of whole objects or sets of objects.

The student is expected to:

- (A) separate a whole into two, three, or four equal parts and use appropriate language to describe the parts such as three out of four equal parts; and
- (B) use appropriate language to describe part of a set such as three out of the eight crayons are red.

(1.3) **Number, operation, and quantitative reasoning.** The student recognizes and solves problems in addition and subtraction situations.

The student is expected to:

- (A) model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences; and
- (B) use concrete and pictorial models to apply basic addition and subtraction facts (up to  $9 + 9 = 18$  and  $18 - 9 = 9$ ).

(1.4) **Patterns, relationships, and algebraic thinking.** The student uses repeating patterns and additive patterns to make predictions.

The student is expected to identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems.

(1.5) **Patterns, relationships, and algebraic thinking.** The student recognizes patterns in numbers and operations.

The student is expected to:

- (A) use patterns to skip count by twos, fives, and tens;
- (B) find patterns in numbers, including odd and even;
- (C) compare and order whole numbers using place value;
- (D) use patterns to develop strategies to solve basic addition and basic subtraction problems; and
- (E) identify patterns in related addition and subtraction sentences (fact families for sums to 18) such as  $2 + 3 = 5$ ,  $3 + 2 = 5$ ,  $5 - 2 = 3$ , and  $5 - 3 = 2$ .

(1.6) **Geometry and spatial reasoning.** The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both.

The student is expected to:

- (A) describe and identify two-dimensional geometric figures, including circles, triangles, rectangles, and squares (a special type of rectangle);
- (B) describe and identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones;
- (C) describe and identify two- and three-dimensional geometric figures in order to sort them according to a given attribute using informal and formal language; and
- (D) use concrete models to combine two-dimensional geometric figures to make new geometric figures.

(1.7) **Measurement.** The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language

to solve problems and answer questions. The student selects and uses nonstandard units to describe length.

The student is expected to:

- (A) estimate and measure length using nonstandard units such as paper clips or sides of color tiles;
- (B) compare and order two or more concrete objects according to length (from longest to shortest);
- (C) describe the relationship between the size of the unit and the number of units needed to measure the length of an object;
- (D) compare and order the area of two or more two-dimensional surfaces (from covers the most to covers the least);
- (E) compare and order two or more containers according to capacity (from holds the most to holds the least);
- (F) compare and order two or more objects according to weight/mass (from heaviest to lightest); and
- (G) compare and order two or more objects according to relative temperature (from hottest to coldest).

(1.8) **Measurement.** The student understands that time can be measured. The student uses time to describe and compare situations.

The student is expected to:

- (A) order three or more events according to duration; and
- (B) read time to the hour and half-hour using analog and digital clocks.

(1.9) **Probability and statistics.** The student displays data in an organized form.

The student is expected to:

- (A) collect and sort data; and
- (B) use organized data to construct real-object graphs, picture graphs, and bar-type graphs.

(1.10) **Probability and statistics.** The student uses information from organized data.

The student is expected to:

- (A) draw conclusions and answer questions using information organized in real-object graphs, picture graphs, and bar-type graphs; and
- (B) identify events as certain or impossible such as drawing a red crayon from a bag of green crayons.

(1.11) **Underlying processes and mathematical tools.** The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school.

The student is expected to:

- (A) identify mathematics in everyday situations;
- (B) solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;
- (C) select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem; and
- (D) use tools such as real objects, manipulatives, and technology to solve problems.

(1.12) **Underlying processes and mathematical tools.** The student communicates about Grade 1 mathematics using informal language.

The student is expected to:

- (A) explain and record observations using objects, words, pictures, numbers, and technology; and
- (B) relate informal language to mathematical language and symbols.

(1.13) **Underlying processes and mathematical tools.** The student uses logical reasoning.

The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.

*Source: The provisions of this §111.13 adopted to be effective September 1, 1998, 22 TexReg 7623; amended to be effective August 1, 2006, 30 TexReg 7471.*

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## §111.14. Mathematics, Grade 2.

### (a) Introduction.

(1) Within a well-balanced mathematics curriculum, the primary focal points at Grade 2 are developing an understanding of the base-ten place value system, comparing and ordering whole numbers, applying addition and subtraction, and using measurement processes.

(2) Throughout mathematics in Kindergarten-Grade 2, students build a foundation of basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Students use numbers in ordering, labeling, and expressing quantities and relationships to solve problems and translate informal language into mathematical language and symbols. Students use objects to create and identify patterns and use those patterns to express relationships, make predictions, and solve problems as they build an understanding of number, operation, shape, and space. Students progress from informal to formal language to describe two- and three-dimensional geometric figures and likenesses in the physical world. Students begin to develop measurement concepts as they identify and compare attributes of objects and situations. Students collect, organize, and display data and use information from graphs to answer questions, make summary statements, and make informal predictions based on their experiences.

(3) Throughout mathematics in Kindergarten-Grade 2, students develop numerical fluency with conceptual understanding and computational accuracy. Students in Kindergarten-Grade 2 use basic number sense to compose and decompose numbers in order to solve problems requiring precision, estimation, and reasonableness. By the end of Grade 2, students know basic addition and subtraction facts and are using them to work flexibly, efficiently, and accurately with numbers during addition and subtraction computation.

(4) Problem solving, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas in mathematics. Throughout mathematics in Kindergarten-Grade 2, students use these processes together with technology and other mathematical tools such as manipulative materials to develop conceptual understanding and solve meaningful problems as they do mathematics.

### (b) Knowledge and skills.

(2.1) **Number, operation, and quantitative reasoning.** The student understands how place value is used to represent whole numbers.

The student is expected to:

- (A) use concrete models of hundreds, tens, and ones to represent a given whole number (up to 999) in various ways;
- (B) use place value to read, write, and describe the value of whole numbers to 999; and
- (C) use place value to compare and order whole numbers to 999 and record the comparisons using numbers and symbols (<, =, >).

**(2.2) Number, operation, and quantitative reasoning.** The student describes how fractions are used to name parts of whole objects or sets of objects.

The student is expected to:

- (A) use concrete models to represent and name fractional parts of a whole object (with denominators of 12 or less);
- (B) use concrete models to represent and name fractional parts of a set of objects (with denominators of 12 or less); and
- (C) use concrete models to determine if a fractional part of a whole is closer to 0,  $\frac{1}{2}$ , or 1.

**(2.3) Number, operation, and quantitative reasoning.** The student adds and subtracts whole numbers to solve problems.

The student is expected to:

- (A) recall and apply basic addition and subtraction facts (to 18);
- (B) model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers;
- (C) select addition or subtraction to solve problems using two-digit numbers, whether or not regrouping is necessary;
- (D) determine the value of a collection of coins up to one dollar; and
- (E) describe how the cent symbol, dollar symbol, and the decimal point are used to name the value of a collection of coins.

**(2.4) Number, operation, and quantitative reasoning.** The student models multiplication and division.

The student is expected to:

(A) model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined; and

(B) model, create, and describe division situations in which a set of concrete objects is separated into equivalent sets.

(2.5) **Patterns, relationships, and algebraic thinking.** The student uses patterns in numbers and operations.

The student is expected to:

(A) find patterns in numbers such as in a 100s chart;

(B) use patterns in place value to compare and order whole numbers through 999; and

(C) use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as  $8 + 9 = 17$ ,  $9 + 8 = 17$ ,  $17 - 8 = 9$ , and  $17 - 9 = 8$ .

(2.6) **Patterns, relationships, and algebraic thinking.** The student uses patterns to describe relationships and make predictions.

The student is expected to:

(A) generate a list of paired numbers based on a real-life situation such as number of tricycles related to number of wheels;

(B) identify patterns in a list of related number pairs based on a real-life situation and extend the list; and

(C) identify, describe, and extend repeating and additive patterns to make predictions and solve problems.

(2.7) **Geometry and spatial reasoning.** The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both.

The student is expected to:

(A) describe attributes (the number of vertices, faces, edges, sides) of two- and three-dimensional geometric figures such as circles, polygons, spheres, cones, cylinders, prisms, and pyramids, etc.;

(B) use attributes to describe how 2 two-dimensional figures or 2 three-dimensional geometric figures are alike or different; and

(C) cut two-dimensional geometric figures apart and identify the new geometric figures formed.

(2.8) **Geometry and spatial reasoning.** The student recognizes that a line can be used to represent a set of numbers and its properties.

The student is expected to use whole numbers to locate and name points on a number line.

(2.9) **Measurement.** The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length, area, capacity, and weight/mass. The student recognizes and uses models that approximate standard units ( from both SI, also known as metric, and customary systems) of length, weight/mass, capacity, and time.

The student is expected to:

(A) identify concrete models that approximate standard units of length and use them to measure length;

(B) select a non-standard unit of measure such as square tiles to determine the area of a two-dimensional surface;

(C) select a non-standard unit of measure such as a bathroom cup or a jar to determine the capacity of a given container; and

(D) select a non-standard unit of measure such as beans or marbles to determine the weight/mass of a given object.

(2.10) **Measurement.** The student uses standard tools to estimate and measure time and temperature (in degrees Fahrenheit).

The student is expected to:

(A) read a thermometer to gather data;

(B) read and write times shown on analog and digital clocks using five-minute increments; and

(C) describe activities that take approximately one second, one minute, and one hour.

(2.11) **Probability and statistics.** The student organizes data to make it useful for interpreting information.

The student is expected to:

(A) construct picture graphs and bar-type graphs;

(B) draw conclusions and answer questions based on picture graphs and bar-type graphs; and

(C) use data to describe events as more likely or less likely such as drawing a certain color crayon from a bag of seven red crayons and three green crayons.

(2.12) **Underlying processes and mathematical tools.** The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school.

The student is expected to:

(A) identify the mathematics in everyday situations;

(B) solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;

(C) select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem; and

(D) use tools such as real objects, manipulatives, and technology to solve problems.

(2.13) **Underlying processes and mathematical tools.** The student communicates about Grade 2 mathematics using informal language.

The student is expected to:

(A) explain and record observations using objects, words, pictures, numbers, and technology; and

(B) relate informal language to mathematical language and symbols.

(2.14) **Underlying processes and mathematical tools.** The student uses logical reasoning.

The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.

*Source: The provisions of this §111.14 adopted to be effective September 1, 1998, 22 TexReg 7623; amended to be effective August 1, 2006, 30 TexReg 7471.*

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### **§111.15. Mathematics, Grade 3.**

(a) Introduction.

(1) Within a well-balanced mathematics curriculum, the primary focal points at Grade 3 are multiplying and dividing whole numbers, connecting fraction symbols to fractional quantities, and standardizing language and procedures in geometry and measurement.

(2) Throughout mathematics in Grades 3-5, students build a foundation of basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Students use algorithms for addition, subtraction, multiplication, and division as generalizations connected to concrete experiences; and they concretely develop basic concepts of fractions and decimals. Students use appropriate language and organizational structures such as tables and charts to represent and communicate relationships, make predictions, and solve problems. Students select and use formal language to describe their reasoning as they identify, compare, and classify two- or three-dimensional geometric figures; and they use numbers, standard units, and measurement tools to describe and compare objects, make estimates, and solve application problems. Students organize data, choose an appropriate method to display the data, and interpret the data to make decisions and predictions and solve problems.

(3) Throughout mathematics in Grades 3-5, students develop numerical fluency with conceptual understanding and computational accuracy. Students in Grades 3-5 use knowledge of the base-ten place value system to compose and decompose numbers in order to solve problems requiring precision, estimation, and reasonableness. By the end of Grade 5, students know basic addition, subtraction, multiplication, and division facts and are using them to work flexibly, efficiently, and accurately with numbers during addition, subtraction, multiplication, and division computation.

(4) Problem solving, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas

in mathematics. Throughout mathematics in Grades 3-5, students use these processes together with technology and other mathematical tools such as manipulative materials to develop conceptual understanding and solve meaningful problems as they do mathematics.

(b) Knowledge and skills.

(3.1) **Number, operation, and quantitative reasoning.** The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money.

The student is expected to:

(A) use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999;

(B) use place value to compare and order whole numbers through 9,999; and

(C) determine the value of a collection of coins and bills.

(3.2) **Number, operation, and quantitative reasoning.** The student uses fraction names and symbols (with denominators of 12 or less) to describe fractional parts of whole objects or sets of objects.

The student is expected to:

(A) construct concrete models of fractions;

(B) compare fractional parts of whole objects or sets of objects in a problem situation using concrete models;

(C) use fraction names and symbols to describe fractional parts of whole objects or sets of objects; and

(D) construct concrete models of equivalent fractions for fractional parts of whole objects.

(3.3) **Number, operation, and quantitative reasoning.** The student adds and subtracts to solve meaningful problems involving whole numbers.

The student is expected to:

(A) model addition and subtraction using pictures, words, and numbers; and

(B) select addition or subtraction and use the operation to solve problems involving whole numbers through 999.

(3.4) **Number, operation, and quantitative reasoning.** The student recognizes and solves problems in multiplication and division situations.

The student is expected to:

(A) learn and apply multiplication facts through 12 by 12 using concrete models and objects;

(B) solve and record multiplication problems (up to two digits times one digit); and

(C) use models to solve division problems and use number sentences to record the solutions.

(3.5) **Number, operation, and quantitative reasoning.** The student estimates to determine reasonable results.

The student is expected to:

(A) round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations; and

(B) use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems.

(3.6) **Patterns, relationships, and algebraic thinking.** The student uses patterns to solve problems.

The student is expected to:

(A) identify and extend whole-number and geometric patterns to make predictions and solve problems;

(B) identify patterns in multiplication facts using concrete objects, pictorial models, or technology; and

(C) identify patterns in related multiplication and division sentences (fact families) such as  $2 \times 3 = 6$ ,  $3 \times 2 = 6$ ,  $6 \div 2 = 3$ ,  $6 \div 3 = 2$ .

(3.7) **Patterns, relationships, and algebraic thinking.** The student uses lists, tables, and charts to express patterns and relationships.

The student is expected to:

(A) generate a table of paired numbers based on a real-life situation such as insects and legs; and

(B) identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table.

(3.8) **Geometry and spatial reasoning.** The student uses formal geometric vocabulary.

The student is expected to identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two-dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary.

(3.9) **Geometry and spatial reasoning.** The student recognizes congruence and symmetry.

The student is expected to:

(A) identify congruent two-dimensional figures;

(B) create two-dimensional figures with lines of symmetry using concrete models and technology; and

(C) identify lines of symmetry in two-dimensional geometric figures.

(3.10) **Geometry and spatial reasoning.** The student recognizes that a line can be used to represent numbers and fractions and their properties and relationships.

The student is expected to locate and name points on a number line using whole numbers and fractions, including halves and fourths.

(3.11) **Measurement.** The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass.

The student is expected to:

(A) use linear measurement tools to estimate and measure lengths using standard units;

(B) use standard units to find the perimeter of a shape;

(C) use concrete and pictorial models of square units to determine the area of two-dimensional surfaces;

- (D) identify concrete models that approximate standard units of weight/mass and use them to measure weight/mass;
- (E) identify concrete models that approximate standard units for capacity and use them to measure capacity; and
- (F) use concrete models that approximate cubic units to determine the volume of a given container or other three-dimensional geometric figure.

(3.12) **Measurement.** The student reads and writes time and measures temperature in degrees Fahrenheit to solve problems.

The student is expected to:

- (A) use a thermometer to measure temperature; and
- (B) tell and write time shown on analog and digital clocks.

(3.13) **Probability and statistics.** The student solves problems by collecting, organizing, displaying, and interpreting sets of data.

The student is expected to:

- (A) collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data;
- (B) interpret information from pictographs and bar graphs; and
- (C) use data to describe events as more likely than, less likely than, or equally likely as.

(3.14) **Underlying processes and mathematical tools.** The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school.

The student is expected to:

- (A) identify the mathematics in everyday situations;
- (B) solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;
- (C) select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and

checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem; and

(D) use tools such as real objects, manipulatives, and technology to solve problems.

**(3.15) Underlying processes and mathematical tools.** The student communicates about Grade 3 mathematics using informal language.

The student is expected to:

(A) explain and record observations using objects, words, pictures, numbers, and technology; and

(B) relate informal language to mathematical language and symbols.

**(3.16) Underlying processes and mathematical tools.** The student uses logical reasoning.

The student is expected to:

(A) make generalizations from patterns or sets of examples and nonexamples; and

(B) justify why an answer is reasonable and explain the solution process.

*Source: The provisions of this §111.15 adopted to be effective September 1, 1998, 22 TexReg 7623; amended to be effective August 1, 2006, 30 TexReg 7471.*

## Chapter 112. Texas Essential Knowledge and Skills for Science Subchapter A. Elementary

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**Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §28.002, unless otherwise noted.**

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### **§112.1. Implementation of Texas Essential Knowledge and Skills for Science, Elementary.**

The provisions of this subchapter shall be implemented by school districts beginning September 1, 1998, and at that time shall supersede §75.28(a)-(f) of this title (relating to Science).

*Source: The provisions of this §112.1 adopted to be effective September 1, 1998, 22 TexReg 7647.*

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### **§112.2. Science, Kindergarten.**

#### (a) Introduction.

(1) In Kindergarten, science introduces the use of simple classroom and field investigations to help students develop the skills of asking questions, gathering information, communicating findings, and making informed decisions. Using their own senses and common tools such as a hand lens, students make observations and collect information. Students also use computers and information technology tools to support their investigations.

(2) As students learn science skills, they identify components of the natural world including rocks, soil, and water. Students observe the seasons and growth as examples of change. In addition, Kindergarten science includes the identification of organisms and objects and their parts. Students learn how to group living organisms and nonliving objects and explore the basic needs of living organisms.

(3) Science is a way of learning about the natural world. Students should know how science has built a vast body of changing and increasing knowledge described by physical, mathematical, and conceptual models, and also should know that science may not answer all questions.

(4) A system is a collection of cycles, structures, and processes that interact. Students should understand a whole in terms of its components and how these

components relate to each other and to the whole. All systems have basic properties that can be described in terms of space, time, energy, and matter. Change and constancy occur in systems and can be observed and measured as patterns. These patterns help to predict what will happen next and can change over time.

(5) Investigations are used to learn about the natural world. Students should understand that certain types of questions can be answered by investigations, and that methods, models, and conclusions built from these investigations change as new observations are made. Models of objects and events are tools for understanding the natural world and can show how systems work. They have limitations and based on new discoveries are constantly being modified to more closely reflect the natural world.

(b) Knowledge and skills.

(1) Scientific processes. The student participates in classroom and field investigations following home and school safety procedures. The student is expected to:

(A) demonstrate safe practices during classroom and field investigations;  
and

(B) learn how to use and conserve resources and materials.

(2) Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom. The student is expected to:

(A) ask questions about organisms, objects, and events;

(B) plan and conduct simple descriptive investigations;

(C) gather information using simple equipment and tools to extend the senses;

(D) construct reasonable explanations using information; and

(E) communicate findings about simple investigations.

(3) Scientific processes. The student knows that information and critical thinking are used in making decisions. The student is expected to:

(A) make decisions using information;

(B) discuss and justify the merits of decisions; and

- (C) explain a problem in his/her own words and propose a solution.
- (4) Scientific processes. The student uses age-appropriate tools and models to verify that organisms and objects and parts of organisms and objects can be observed, described, and measured. The student is expected to:
- (A) identify and use senses as tools of observation; and
  - (B) make observations using tools including hand lenses, balances, cups, bowls, and computers.
- (5) Science concepts. The student knows that organisms, objects, and events have properties and patterns. The student is expected to:
- (A) describe properties of objects and characteristics of organisms;
  - (B) observe and identify patterns including seasons, growth, and day and night and predict what happens next; and
  - (C) recognize and copy patterns seen in charts and graphs.
- (6) Science concepts. The student knows that systems have parts and are composed of organisms and objects. The student is expected to:
- (A) sort organisms and objects into groups according to their parts and describe how the groups are formed;
  - (B) record observations about parts of plants including leaves, roots, stems, and flowers;
  - (C) record observations about parts of animals including wings, feet, heads, and tails;
  - (D) identify parts that, when separated from the whole, may result in the part or the whole not working, such as cars without wheels and plants without roots; and
  - (E) manipulate parts of objects such as toys, vehicles, or construction sets that, when put together, can do things they cannot do by themselves.
- (7) Science concepts. The student knows that many types of change occur. The student is expected to:
- (A) observe, describe, and record changes in size, mass, color, position, quantity, time, temperature, sound, and movement;

- (B) identify that heat causes change, such as ice melting or the Sun warming the air and compare objects according to temperature;
  - (C) observe and record weather changes from day to day and over seasons; and
  - (D) observe and record stages in the life cycle of organisms in their natural environment.
- (8) Science concepts. The student knows the difference between living organisms and nonliving objects. The student is expected to:
- (A) identify a particular organism or object as living or nonliving; and
  - (B) group organisms and objects as living or nonliving.
- (9) Science concepts. The student knows that living organisms have basic needs. The student is expected to:
- (A) identify basic needs of living organisms;
  - (B) give examples of how living organisms depend on each other; and
  - (C) identify ways that the Earth can provide resources for life.
- (10) Science concepts. The student knows that the natural world includes rocks, soil, and water. The student is expected to:
- (A) observe and describe properties of rocks, soil, and water; and
  - (B) give examples of ways that rocks, soil, and water are useful.

*Source: The provisions of this §112.2 adopted to be effective September 1, 1998, 22 TexReg 7647.*

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### **§112.3. Science, Grade 1.**

#### **(a) Introduction.**

- (1) In Grade 1, the study of science includes simple classroom and field investigations to help students develop the skills of asking questions, gathering information, making measurements using non-standard units, with tools such as a thermometer to extend their senses, constructing explanations, and drawing

conclusions. Students also use computers and information technology tools to support their investigations.

(2) As students learn science skills, they identify components of the natural world including rocks, soil, and natural resources. Students observe that heat from the Sun or friction, is an example of something that causes change. In addition, students identify basic needs of living things, explore ways that living things depend on each other, and separate living organisms and nonliving things into groups. Students identify parts that can be put together with other parts to do new things.

(3) Science is a way of learning about the natural world. Students should know how science has built a vast body of changing and increasing knowledge described by physical, mathematical, and conceptual models, and also should know that science may not answer all questions.

(4) A system is a collection of cycles, structures, and processes that interact. Students should understand a whole in terms of its components and how these components relate to each other and to the whole. All systems have basic properties that can be described in terms of space, time, energy, and matter. Change and constancy occur in systems and can be observed and measured as patterns. These patterns help to predict what will happen next and can change over time.

(5) Investigations are used to learn about the natural world. Students should understand that certain types of questions can be answered by investigations, and that methods, models, and conclusions built from these investigations change as new observations are made. Models of objects and events are tools for understanding the natural world and can show how systems work. They have limitations and based on new discoveries are constantly being modified to more closely reflect the natural world.

(b) Knowledge and skills.

(1) Scientific processes. The student conducts classroom and field investigations following home and school safety procedures. The student is expected to:

(A) demonstrate safe practices during classroom and field investigations;  
and

(B) learn how to use and conserve resources and materials.

(2) Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom. The student is expected to:

(A) ask questions about organisms, objects, and events;

- (B) plan and conduct simple descriptive investigations;
  - (C) gather information using simple equipment and tools to extend the senses;
  - (D) construct reasonable explanations and draw conclusions; and
  - (E) communicate explanations about investigations.
- (3) Scientific processes. The student knows that information and critical thinking are used in making decisions. The student is expected to:
- (A) make decisions using information;
  - (B) discuss and justify the merits of decisions; and
  - (C) explain a problem in his/her own words and identify a task and solution related to the problem.
- (4) Scientific processes. The student uses age-appropriate tools and models to verify that organisms and objects and parts of organisms and objects can be observed, described, and measured. The student is expected to:
- (A) collect information using tools including hand lenses, clocks, computers, thermometers, and balances;
  - (B) record and compare collected information; and
  - (C) measure organisms and objects and parts of organisms and objects, using non-standard units such as paper clips, hands, and pencils.
- (5) Science concepts. The student knows that organisms, objects, and events have properties and patterns. The student is expected to:
- (A) sort objects and events based on properties and patterns; and
  - (B) identify, predict, and create patterns including those seen in charts, graphs, and numbers.
- (6) Science concepts. The student knows that systems have parts and are composed of organisms and objects. The student is expected to:
- (A) sort organisms and objects according to their parts and characteristics;
  - (B) observe and describe the parts of plants and animals;

(C) manipulate objects such as toys, vehicles, or construction sets so that the parts are separated from the whole which may result in the part or the whole not working; and

(D) identify parts that, when put together, can do things they cannot do by themselves, such as a working camera with film, a car moving with a motor, and an airplane flying with fuel.

(7) Science concepts. The student knows that many types of change occur. The student is expected to:

(A) observe, measure, and record changes in size, mass, color, position, quantity, sound, and movement;

(B) identify and test ways that heat may cause change such as when ice melts;

(C) observe and record changes in weather from day to day and over seasons; and

(D) observe and record changes in the life cycle of organisms.

(8) Science concepts. The student distinguishes between living organisms and nonliving objects. The student is expected to:

(A) group living organisms and nonliving objects; and

(B) compare living organisms and nonliving objects.

(9) Science concepts. The student knows that living organisms have basic needs. The student is expected to:

(A) identify characteristics of living organisms that allow their basic needs to be met; and

(B) compare and give examples of the ways living organisms depend on each other for their basic needs.

(10) Science concepts. The student knows that the natural world includes rocks, soil, and water. The student is expected to:

(A) identify and describe a variety of natural sources of water including streams, lakes, and oceans;

(B) observe and describe differences in rocks and soil samples; and

(C) identify how rocks, soil, and water are used and how they can be recycled.

*Source: The provisions of this §112.3 adopted to be effective September 1, 1998, 22 TexReg 7647.*

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## **§112.4. Science, Grade 2.**

### **(a) Introduction.**

(1) In Grade 2, the study of science includes planning and conducting simple classroom and field investigations to help students develop the skills of making measurements using standard and non-standard units, using common tools such as rulers and clocks to collect information, classifying and sequencing objects and events, and identifying patterns. Students also use computers and information technology tools to support their investigations.

(2) As students learn science skills, they identify components and processes of the natural world including the water cycle and the use of resources. They observe melting and evaporation, weathering, and the pushing and pulling of objects as examples of change. In addition, students distinguish between characteristics of living organisms and nonliving objects, compare lifelong needs of plants and animals, understand how living organisms depend on their environments, and identify functions of parts of plants and animals.

(3) Science is a way of learning about the natural world. Students should know how science has built a vast body of changing and increasing knowledge described by physical, mathematical, and conceptual models, and also should know that science may not answer all questions.

(4) A system is a collection of cycles, structures, and processes that interact. Students should understand a whole in terms of its components and how these components relate to each other and to the whole. All systems have basic properties that can be described in terms of space, time, energy, and matter. Change and constancy occur in systems and can be observed and measured as patterns. These patterns help to predict what will happen next and can change over time.

(5) Investigations are used to learn about the natural world. Students should understand that certain types of questions can be answered by investigations, and that methods, models, and conclusions built from these investigations change as new observations are made. Models of objects and events are tools for understanding the natural world and can show how systems work. They have

limitations and based on new discoveries are constantly being modified to more closely reflect the natural world.

(b) Knowledge and skills.

(1) Scientific processes. The student conducts classroom and field investigations following home and school safety procedures. The student is expected to:

(A) demonstrate safe practices during classroom and field investigations;  
and

(B) learn how to use and conserve resources and dispose of materials.

(2) Scientific processes. The student develops abilities necessary to do scientific inquiry in the field and the classroom. The student is expected to:

(A) ask questions about organisms, objects, and events;

(B) plan and conduct simple descriptive investigations;

(C) compare results of investigations with what students and scientists know about the world;

(D) gather information using simple equipment and tools to extend the senses;

(E) construct reasonable explanations and draw conclusions using information and prior knowledge; and

(F) communicate explanations about investigations.

(3) Scientific processes. The student knows that information and critical thinking are used in making decisions. The student is expected to:

(A) make decisions using information;

(B) discuss and justify the merits of decisions; and

(C) explain a problem in his/her own words and identify a task and solution related to the problem.

(4) Scientific processes. The student uses age-appropriate tools and models to verify that organisms and objects and parts of organisms and objects can be observed, described, and measured. The student is expected to:

(A) collect information using tools including rulers, meter sticks, measuring cups, clocks, hand lenses, computers, thermometers, and balances; and

(B) measure and compare organisms and objects and parts of organisms and objects, using standard and non-standard units.

(5) Science concepts. The student knows that organisms, objects, and events have properties and patterns. The student is expected to:

(A) classify and sequence organisms, objects, and events based on properties and patterns; and

(B) identify, predict, replicate, and create patterns including those seen in charts, graphs, and numbers.

(6) Science concepts. The student knows that systems have parts and are composed of organisms and objects. The student is expected to:

(A) manipulate, predict, and identify parts that, when separated from the whole, may result in the part or the whole not working, such as flashlights without batteries and plants without leaves;

(B) manipulate, predict, and identify parts that, when put together, can do things they cannot do by themselves, such as a guitar and guitar strings;

(C) observe and record the functions of plant parts; and

(D) observe and record the functions of animal parts.

(7) Science concepts. The student knows that many types of change occur. The student is expected to:

(A) observe, measure, record, analyze, predict, and illustrate changes in size, mass, temperature, color, position, quantity, sound, and movement;

(B) identify, predict, and test uses of heat to cause change such as melting and evaporation;

(C) demonstrate a change in the motion of an object by giving the object a push or a pull; and

(D) observe, measure, and record changes in weather, the night sky, and seasons.

(8) Science concepts. The student distinguishes between living organisms and nonliving objects. The student is expected to:

(A) identify characteristics of living organisms; and

(B) identify characteristics of nonliving objects.

(9) Science concepts. The student knows that living organisms have basic needs. The student is expected to:

(A) identify the external characteristics of different kinds of plants and animals that allow their needs to be met; and

(B) compare and give examples of the ways living organisms depend on each other and on their environments.

(10) Science concepts. The student knows that the natural world includes rocks, soil, water, and gases of the atmosphere. The student is expected to:

(A) describe and illustrate the water cycle; and

(B) identify uses of natural resources.

*Source: The provisions of this §112.4 adopted to be effective September 1, 1998, 22 TexReg 7647.*

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### **§112.5. Science, Grade 3.**

(a) Introduction.

(1) In Grade 3, the study of science includes planning and implementing simple classroom and field investigations to develop the skills of collecting information using tools such as a microscope, making inferences, communicating conclusions, and making informed decisions. Students also use computers and information technology tools to support scientific investigations.

(2) As students learn science skills, they identify the importance of components of the natural world including rocks, soils, water, and atmospheric gases. They observe the direction and position of objects as they are pushed and pulled, and movement of the Earth's surface as examples of change caused by a force. Students investigate magnetism and gravity. In addition, students explore organisms' needs, habitats, and competition with other organisms within their ecosystem.

(3) Science is a way of learning about the natural world. Students should know how science has built a vast body of changing and increasing knowledge described by physical, mathematical, and conceptual models, and also should know that science may not answer all questions.

(4) A system is a collection of cycles, structures, and processes that interact. Students should understand a whole in terms of its components and how these components relate to each other and to the whole. All systems have basic properties that can be described in terms of space, time, energy, and matter. Change and constancy occur in systems and can be observed and measured as patterns. These patterns help to predict what will happen next and can change over time.

(5) Investigations are used to learn about the natural world. Students should understand that certain types of questions can be answered by investigations, and that methods, models, and conclusions built from these investigations change as new observations are made. Models of objects and events are tools for understanding the natural world and can show how systems work. They have limitations and based on new discoveries are constantly being modified to more closely reflect the natural world.

(b) Knowledge and skills.

(1) Scientific processes. The student conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:

(A) demonstrate safe practices during field and laboratory investigations;  
and

(B) make wise choices in the use and conservation of resources and the disposal or recycling of materials.

(2) Scientific processes. The student uses scientific inquiry methods during field and laboratory investigations. The student is expected to:

(A) plan and implement descriptive investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology;

(B) collect information by observing and measuring;

(C) analyze and interpret information to construct reasonable explanations from direct and indirect evidence;

(D) communicate valid conclusions; and

(E) construct simple graphs, tables, maps, and charts to organize, examine and evaluate information.

(3) Scientific processes. The student knows that information, critical thinking, and scientific problem solving are used in making decisions. The student is expected to:

(A) analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information;

(B) draw inferences based on information related to promotional materials for products and services;

(C) represent the natural world using models and identify their limitations;

(D) evaluate the impact of research on scientific thought, society, and the environment; and

(E) connect Grade 3 science concepts with the history of science and contributions of scientists.

(4) Scientific processes. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:

(A) collect and analyze information using tools including calculators, microscopes, cameras, safety goggles, sound recorders, clocks, computers, thermometers, hand lenses, meter sticks, rulers, balances, magnets, and compasses; and

(B) demonstrate that repeated investigations may increase the reliability of results.

(5) Science concepts. The student knows that systems exist in the world. The student is expected to:

(A) observe and identify simple systems such as a sprouted seed and a wooden toy car; and

(B) observe a simple system and describe the role of various parts such as a yo-yo and string.

(6) Science concepts. The student knows that forces cause change. The student is expected to:

(A) measure and record changes in the position and direction of the motion of an object to which a force such as a push or pull has been applied; and

(B) identify that the surface of the Earth can be changed by forces such as earthquakes and glaciers.

(7) Science concepts. The student knows that matter has physical properties. The student is expected to:

(A) gather information including temperature, magnetism, hardness, and mass using appropriate tools to identify physical properties of matter; and

(B) identify matter as liquids, solids, and gases.

(8) Science concepts. The student knows that living organisms need food, water, light, air, a way to dispose of waste, and an environment in which to live. The student is expected to:

(A) observe and describe the habitats of organisms within an ecosystem;

(B) observe and identify organisms with similar needs that compete with one another for resources such as oxygen, water, food, or space;

(C) describe environmental changes in which some organisms would thrive, become ill, or perish; and

(D) describe how living organisms modify their physical environment to meet their needs such as beavers building a dam or humans building a home.

(9) Science concepts. The student knows that species have different adaptations that help them survive and reproduce in their environment. The student is expected to:

(A) observe and identify characteristics among species that allow each to survive and reproduce; and

(B) analyze how adaptive characteristics help individuals within a species to survive and reproduce.

(10) Science concepts. The student knows that many likenesses between offspring and parents are inherited from the parents. The student is expected to:

(A) identify some inherited traits of plants; and

(B) identify some inherited traits of animals.

(11) Science concepts. The student knows that the natural world includes earth materials and objects in the sky. The student is expected to:

(A) identify and describe the importance of earth materials including rocks, soil, water, and gases of the atmosphere in the local area and classify them as renewable, nonrenewable, or inexhaustible resources;

(B) identify and record properties of soils such as color and texture, capacity to retain water, and ability to support the growth of plants;

(C) identify the planets in our solar system and their position in relation to the Sun; and

(D) describe the characteristics of the Sun.

*Source: The provisions of this §112.5 adopted to be effective September 1, 1998, 22 TexReg 7647.*

## **Chapter 113. Texas Essential Knowledge and Skills for Social Studies**

### **Subchapter A. Elementary**

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**Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §28.002, unless otherwise noted.**

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#### **§113.1. Implementation of Texas Essential Knowledge and Skills for Social Studies, Elementary.**

The provisions of this subchapter shall be implemented by school districts beginning September 1, 1998, and at the time shall supersede §75.32(h)-(l) of this title (relating to Social Studies, Texas and United States History).

*Source: The provisions of this §113.1 adopted to be effective September 1, 1998, 22 TexReg 7684.*

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#### **§113.2. Social Studies, Kindergarten.**

(a) Introduction.

(1) In Kindergarten, the focus is on the self, home, family, and classroom. The study of our state and national heritage begins with an examination of the celebration of patriotic holidays and the contributions of historical people. The concept of chronology is introduced. Students discuss geographic concepts of location and physical and human characteristics of places. Students are introduced to the basic human needs of food, clothing, and shelter and to ways that people meet these needs. Students learn the purpose of rules and the role of authority figures in the home and school. Students learn customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. Students compare family customs and traditions and describe examples of technology in the home and school. Students acquire information from a variety of oral and visual sources.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies; folktales, myths, and legends; and poetry, songs, and artworks is encouraged. Selections may include *You're a Grand Old Flag* and a children's biography of George Washington. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the geography and social studies skills strands in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.

(4) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic values of our state and nation as referenced in the Texas Education Code, §28.002(h).

(b) Knowledge and skills.

(1) History. The student understands that holidays are celebrations of special events. The student is expected to:

(A) explain the reasons for national patriotic holidays such as Presidents' Day and Independence Day; and

(B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.

(2) History. The student understands how historical figures and ordinary people helped to shape the community, state, and nation. The student is expected to:

(A) identify the contributions of historical figures such as Stephen F. Austin and George Washington who helped to shape our state and nation; and

(B) identify ordinary people who have shaped the community.

(3) History. The student understands the concept of chronology. The student is expected to:

(A) place events in chronological order; and

(B) use vocabulary related to time and chronology, including before, after, next, first, and last.

(4) Geography. The student understands the concept of location. The student is expected to:

(A) use terms, including over, under, near, far, left, and right, to describe relative location; and

(B) locate places on the school campus and describe their relative locations.

(5) Geography. The student understands the physical and human characteristics of the environment. The student is expected to:

(A) identify the physical characteristics of places such as landforms, bodies of water, natural resources, and weather; and

(B) identify the human characteristics of places such as types of houses and ways of earning a living.

(6) Economics. The student understands that basic human needs are met in many ways. The student is expected to:

(A) identify basic human needs; and

(B) explain how basic human needs of food, clothing, and shelter can be met.

(7) Economics. The student understands the importance of jobs. The student is expected to:

(A) identify jobs in the home, school, and community; and

(B) explain why people have jobs.

(8) Government. The student understands the purpose of rules. The student is expected to:

(A) identify purposes for having rules; and

(B) identify rules that provide order, security, and safety in the home and school.

(9) Government. The student understands the role of authority figures. The student is expected to:

(A) identify authority figures in the home, school, and community; and

(B) explain how authority figures make and enforce rules.

(10) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:

- (A) identify the flags of the United States and Texas;
- (B) recite the Pledge of Allegiance; and
- (C) explain the use of voting as a method for group decision making.

(11) Culture. The student understands similarities and differences among people. The student is expected to:

- (A) identify personal attributes common to all people such as physical characteristics; and
- (B) identify differences among people.

(12) Culture. The student understands how people learn about themselves through family customs and traditions. The student is expected to:

- (A) identify family customs and traditions and explain their importance;
- (B) compare family customs and traditions; and
- (C) describe customs of the local community.

(13) Science, technology, and society. The student understands ways technology is used in the home and school. The student is expected to:

- (A) identify examples of technology used in the home and school; and
- (B) describe how technology helps accomplish specific tasks.

(14) Science, technology, and society. The student understands ways in which technology has changed how people live. The student is expected to:

- (A) describe how his or her life might be different without modern technology; and
- (B) list ways in which technology meets people's needs.

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

- (A) obtain information about a topic using a variety of oral sources such as conversations, interviews, and music;
- (B) obtain information about a topic using a variety of visual sources such as pictures, symbols, television, maps, computer images, print material, and artifacts;
- (C) sequence and categorize information; and
- (D) identify main ideas from oral, visual, and print sources.

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

- (A) express ideas orally based on knowledge and experiences; and
- (B) create and interpret visuals including pictures and maps.

(17) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

- (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and
- (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

*Source: The provisions of this §113.2 adopted to be effective September 1, 1998, 22 TexReg 7684.*

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### **§113.3. Social Studies, Grade 1.**

#### **(a) Introduction.**

(1) In Grade 1, students learn about their relationship to the classroom, school, and community. The concepts of time and chronology are developed by distinguishing among past, present, and future events. Students identify anthems and mottoes of the United States and Texas. Students make simple maps to identify the location of places in the classroom, school, and community. The concepts of goods and services and the value of work are introduced. Students

identify historic figures and ordinary people who exhibit good citizenship. Students describe the importance of family customs and traditions and identify how technology has changed family life. Students sequence and categorize information.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies; folktales, myths, and legends; and poetry, songs, and artworks is encouraged. Selections may include a children's biography of Abraham Lincoln. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the geography and social studies skills strands in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.

(4) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code, §28.002(h).

(b) Knowledge and skills.

(1) History. The student understands how historical figures helped to shape our community, state, and nation. The student is expected to:

(A) identify contributions of historical figures such as Sam Houston and Abraham Lincoln who have influenced the community, state, and nation;

(B) identify historic figures such as Alexander Graham Bell and Thomas Edison who have exhibited a love of individualism and inventiveness; and

(C) compare the similarities and differences among the lives and activities of historical figures who have influenced the community, state, and nation.

(2) History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:

(A) describe the origins of selected customs, holidays, and celebrations of the community, state, and nation such as Martin Luther King, Jr. Day, Independence Day, and Veterans' Day;

(B) compare the observance of holidays and celebrations, past and present; and

(C) identify anthems and mottoes of the United States and Texas.

(3) History. The student understands the concepts of time and chronology. The student is expected to:

(A) distinguish among past, present, and future;

(B) create a calendar or timeline; and

(C) use vocabulary related to chronology, including yesterday, today, and tomorrow.

(4) Geography. The student understands the relative location of places. The student is expected to:

(A) locate places using the four cardinal directions; and

(B) describe the location of self and objects relative to other locations in the classroom and school.

(5) Geography. The student understands the purpose of maps and globes. The student is expected to:

(A) create and use simple maps to identify the location of places in the classroom, school, community, and beyond; and

(B) locate places of significance on maps and globes such as the local community, Texas, and the United States.

(6) Geography. The student understands various physical and human characteristics of the environment. The student is expected to:

(A) identify and describe the physical characteristics of places such as landforms, bodies of water, natural resources, and weather;

(B) identify examples of and uses for natural resources in the community, state, and nation; and

(C) identify and describe the human characteristics of places such as types of houses and ways of earning a living.

(7) Economics. The student understands the concepts of goods and services. The student is expected to:

(A) identify examples of goods and services in the home, school, and community;

(B) identify ways people exchange goods and services; and

(C) identify the role of markets in the exchange of goods and services.

(8) Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:

(A) identify examples of people wanting more than they can have;

(B) explain why wanting more than they can have requires that people make choices; and

(C) identify examples of choices families make when buying goods and services.

(9) Economics. The student understands the value of work. The student is expected to:

(A) describe the requirements of various jobs and the characteristics of a job well-performed; and

(B) describe how specialized jobs contribute to the production of goods and services.

(10) Government. The student understands the purpose of rules and laws. The student is expected to:

(A) explain the need for rules and laws in the home, school, and community; and

(B) give examples of rules or laws that establish order, provide security, and manage conflict.

(11) Government. The student understands the role of authority figures and public officials. The student is expected to:

(A) identify leaders in the community, state, and nation;

(B) describe the roles of public officials including mayor, governor, and president; and

(C) identify the responsibilities of authority figures in the home, school, and community.

(12) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:

(A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good;

(B) identify historic figures such as Clara Barton, Nathan Hale, and Eleanor Roosevelt who have exemplified good citizenship; and

(C) identify ordinary people who exemplify good citizenship and exhibit a love of individualism and inventiveness.

(13) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:

(A) explain selected national and state patriotic symbols such as the U.S. and Texas flags, the Liberty Bell, and the Alamo;

(B) recite and explain the meaning of the Pledge of Allegiance and the Pledge to the Texas Flag;

(C) use voting as a way of making choices and decisions; and

(D) explain how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.

(14) Culture. The student understands how families meet basic human needs. The student is expected to:

(A) describe ways that families meet basic human needs; and

(B) describe similarities and differences in ways families meet basic human needs.

(15) Culture. The student understands the importance of family beliefs, customs, language, and traditions. The student is expected to:

(A) describe various beliefs, customs, and traditions of families and explain their importance; and

(B) retell stories from selected folktales and legends such as Aesop's fables.

(16) Science, technology, and society. The student understands how technology has affected daily life, past and present. The student is expected to:

(A) describe how household tools and appliances have changed the ways families live;

(B) describe how technology has changed communication, transportation, and recreation; and

(C) describe how technology has changed the way people work.

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

(A) obtain information about a topic using a variety of oral sources such as conversations, interviews, and music;

(B) obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer images, literature, and artifacts;

(C) sequence and categorize information; and

(D) identify main ideas from oral, visual, and print sources.

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

(A) express ideas orally based on knowledge and experiences; and

(B) create visual and written material including pictures, maps, timelines, and graphs.

(19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

*Source: The provisions of this §113.3 adopted to be effective September 1, 1998, 22 TexReg 7684.*

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## **§113.4. Social Studies, Grade 2.**

### (a) Introduction.

(1) In Grade 2, students focus on a study of their local community by examining the impact of significant individuals and events on the history of the community as well as on the state and nation. Students begin to develop the concepts of time and chronology by measuring calendar time by days, weeks, months, and years. The relationship between the physical environment and human activities is introduced as are the concepts of consumers and producers. Students identify functions of government as well as services provided by the local government. Students continue to acquire knowledge of important customs, symbols, and celebrations that represent American beliefs and principles. Students identify the significance of works of art in the local community and explain how technological innovations have changed transportation and communication. Students communicate what they have learned in written, oral, and visual forms.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies; folktales, myths, and legends; and poetry, songs, and artworks is encouraged. Selections may include the legend of the bluebonnet. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the geography and social studies skills strands in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.

(4) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the

basic democratic values of our state and nation as referenced in the Texas Education Code, §28.002(h).

(b) Knowledge and skills.

(1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:

(A) explain the significance of various community, state, and national celebrations such as Memorial Day, Independence Day, and Thanksgiving; and

(B) identify and explain the significance of various community, state, and national landmarks such as the county courthouse and state and national capitol buildings.

(2) History. The student understands the concepts of time and chronology. The student is expected to:

(A) describe the order of events by using designations of time periods such as ancient times and modern times;

(B) use vocabulary related to chronology, including past, present, and future;

(C) create and interpret timelines; and

(D) describe and measure calendar time by days, weeks, months, and years.

(3) History. The student understands how various sources provide information about the past. The student is expected to:

(A) name several sources of information about a given period or event; and

(B) compare various interpretations of the same time period using evidence such as photographs and interviews.

(4) History. The student understands how historical figures and ordinary people helped to shape our community, state, and nation. The student is expected to:

(A) identify contributions of historical figures such as Henrietta King and Thurgood Marshall who have influenced the community, state, and nation;

(B) identify historic figures such as Amelia Earhart and Robert Fulton who have exhibited a love of individualism and inventiveness; and

(C) explain how local people and events have influenced local community history.

(5) Geography. The student uses simple geographic tools such as maps, globes, and photographs. The student is expected to:

(A) use symbols, find locations, and determine directions on maps and globes; and

(B) draw maps to show places and routes.

(6) Geography. The student understands the locations and characteristics of places and regions. The student is expected to:

(A) identify major landforms and bodies of water, including continents and oceans, on maps and globes;

(B) locate the community, Texas, the United States, and selected countries on maps and globes; and

(C) compare information from different sources about places and regions.

(7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:

(A) describe how weather patterns, natural resources, seasonal patterns, and natural hazards affect activities and settlement patterns; and

(B) explain how people depend on the physical environment and its natural resources to satisfy their basic needs.

(8) Geography. The student understands how humans use and modify the physical environment. The student is expected to:

(A) identify ways in which people depend on the physical environment, including natural resources, to meet basic needs;

(B) identify ways in which people have modified the physical environment such as building roads, clearing land for urban development, and mining coal;

(C) identify consequences of human modification of the physical environment such as the use of irrigation to improve crop yields; and

(D) identify ways people can conserve and replenish natural resources.

(9) Economics. The student understands the importance of work. The student is expected to:

(A) explain how work provides income to purchase goods and services; and

(B) explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money, and where to live and work.

(10) Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:

(A) distinguish between producing and consuming;

(B) identify ways in which people are both producers and consumers; and

(C) trace the development of a product from a natural resource to a finished product.

(11) Government. The student understands the purpose of governments. The student is expected to:

(A) identify functions of governments;

(B) identify some governmental services in the community such as libraries, schools, and parks and explain their value to the community; and

(C) describe how governments establish order, provide security, and manage conflict.

(12) Government. The student understands the role of public officials. The student is expected to:

(A) compare the roles of public officials including mayor, governor, and president; and

(B) identify ways that public officials are selected, including election and appointment to office.

(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:

- (A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good;
- (B) identify historic figures such as Florence Nightingale, Paul Revere, and Sojourner Truth who have exemplified good citizenship; and
- (C) identify ordinary people who exemplify good citizenship.

(14) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:

- (A) identify selected patriotic songs such as America the Beautiful;
- (B) identify selected symbols such as state and national birds and flowers and patriotic symbols such as the U.S. and Texas flags and Uncle Sam; and
- (C) explain how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.

(15) Culture. The student understands the significance of works of art in the local community. The student is expected to:

- (A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage; and
- (B) explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage.

(16) Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to:

- (A) describe how science and technology have changed communication, transportation, and recreation; and
- (B) explain how science and technology have changed the ways in which people meet basic needs.

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

- (A) obtain information about a topic using a variety of oral sources such as conversations, interviews, and music;
- (B) obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer software, literature, reference sources, and artifacts;
- (C) use various parts of a source, including the table of contents, glossary, and index, as well as keyword computer searches, to locate information;
- (D) sequence and categorize information; and
- (E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.

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

- (A) express ideas orally based on knowledge and experiences; and
- (B) create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.

(19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

- (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and
- (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

*Source: The provisions of this §113.4 adopted to be effective September 1, 1998, 22 TexReg 7684.*

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### **§113.5. Social Studies, Grade 3.**

(a) Introduction.

(1) In Grade 3, students learn how individuals have changed their communities and world. Students study the effects inspiring heroes have had on communities, past and present. Students learn about the lives of heroic men and women who made important choices, overcame obstacles, sacrificed for the betterment of others, and embarked on journeys that resulted in new ideas, new inventions, and new communities. Students expand their knowledge through the identification and study of people who made a difference, influenced public policy and decision making, and participated in resolving issues that are important to all people. Throughout Grade 3, students develop an understanding of the economic, cultural, and scientific contributions made by individuals.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies; folktales, myths, and legends; and poetry, songs, and artworks is encouraged. Selections may include the legend of Paul Bunyan. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the geography and social studies skills strands in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.

(4) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code, §28.002(h).

(b) Knowledge and skills.

(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:

(A) describe how individuals, events, and ideas have changed communities over time;

(B) identify individuals such as Pierre-Charles L'Enfant who have helped to shape communities; and

(C) describe how individuals such as Christopher Columbus and Meriwether Lewis and William Clark have contributed to the expansion of existing communities or to the creation of new communities.

(2) History. The student understands common characteristics of communities, past and present. The student is expected to:

(A) identify reasons people have formed communities, including a need for security, law, and material well-being; and

(B) compare ways in which people in the local community and communities around the world meet their needs for government, education, communication, transportation, and recreation, over time and in the present.

(3) History. The student understands the concepts of time and chronology. The student is expected to:

(A) use vocabulary related to chronology, including ancient and modern times and past, present, and future times;

(B) create and interpret timelines; and

(C) describe historical times in terms of years, decades, and centuries.

(4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:

(A) describe and explain variations in the physical environment including climate, landforms, natural resources, and natural hazards;

(B) compare how people in different communities adapt to or modify the physical environment;

(C) describe the effects of physical and human processes in shaping the landscape; and

(D) identify and compare the human characteristics of selected regions.

(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:

(A) use cardinal and intermediate directions to locate places such as the Amazon River, Himalayan Mountains, and Washington D.C. on maps and globes;

(B) use a scale to determine the distance between places on maps and globes;

(C) identify and use the compass rose, grid, and symbols to locate places on maps and globes; and

(D) draw maps of places and regions that contain map elements including a title, compass rose, legend, scale, and grid system.

(6) Economics. The student understands the purposes of spending and saving money. The student is expected to:

(A) identify ways of earning, spending, and saving money; and

(B) analyze a simple budget that allocates money for spending and saving.

(7) Economics. The student understands the concept of an economic system. The student is expected to:

(A) define and identify examples of scarcity;

(B) explain the impact of scarcity on the production, distribution, and consumption of goods and services;

(C) explain the impact of scarcity on interdependence within and among communities; and

(D) explain the concept of a free market.

(8) Economics. The student understands how businesses operate in the U.S. free enterprise system. The student is expected to:

(A) give examples of how a simple business operates;

(B) explain how supply and demand affect the price of a good or service;

(C) explain how the cost of production and selling price affect profits; and

(D) identify historic figures, such as Henry Ford, and ordinary people in the community who have started new businesses.

(9) Government. The student understands the basic structure and functions of local government. The student is expected to:

(A) describe the basic structure of government in the local community;

- (B) identify services commonly provided by local governments;
- (C) identify local government officials and explain how they are chosen;
- (D) explain how local government services are financed; and
- (E) explain the importance of the consent of the governed to the functions of local government.

(10) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:

- (A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good;
- (B) identify historic figures such as Jane Addams, Helen Keller, and Harriet Tubman who have exemplified good citizenship;
- (C) identify and explain the importance of acts of civic responsibility, including obeying laws and voting; and
- (D) identify ordinary people who exemplify good citizenship.

(11) Citizenship. The student understands the impact of individual and group decisions on communities in a democratic society. The student is expected to:

- (A) give examples of community changes that result from individual or group decisions;
- (B) identify examples of actions individuals and groups can take to improve the community; and
- (C) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.

(12) Culture. The student understands ethnic and/or cultural celebrations of the United States and other nations. The student is expected to:

- (A) explain the significance of selected ethnic and/or cultural celebrations in Texas, the United States, and other nations such as St. Patrick's Day, Cinco de Mayo, and Kwanzaa; and
- (B) compare ethnic and/or cultural celebrations in Texas, the United States, and other nations.

(13) Culture. The student understands the role of real and mythical heroes in shaping the culture of communities, the state, and the nation. The student is expected to:

- (A) identify the heroic deeds of state and national heroes such as Daniel Boone and Davy Crockett;
- (B) retell the heroic deeds of characters from American folktales and legends such as Pecos Bill and Paul Bunyan;
- (C) retell the heroic deeds of characters of Greek and Roman myths; and
- (D) identify how selected fictional characters such as Robinson Crusoe created new communities.

(14) Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to:

- (A) identify selected individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage from communities around the world; and
- (B) explain the significance of selected individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage to communities around the world.

(15) Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in communities around the world, past and present. The student is expected to:

- (A) identify scientists and inventors such as Louis Daguerre, Cyrus McCormick, Louis Pasteur, and Jonas Salk who have created or invented new technology; and
- (B) identify the impact of new technology in photography, farm equipment, pasteurization, and medical vaccines on communities around the world.

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

- (A) obtain information, including historical and geographic data about the community, using a variety of print, oral, visual, and computer sources;
- (B) sequence and categorize information;

(C) interpret oral, visual, and print material by identifying the main idea, identifying cause and effect, and comparing and contrasting;

(D) use various parts of a source, including the table of contents, glossary, and index, as well as keyword computer searches, to locate information;

(E) interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps; and

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

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

(A) express ideas orally based on knowledge and experiences;

(B) create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas; and

(C) use standard grammar, spelling, sentence structure, and punctuation.

(18) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

*Source: The provisions of this §113.5 adopted to be effective September 1, 1998, 22 TexReg 7684.*

## **Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English Subchapter A. Elementary**

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**Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §28.002, unless otherwise noted.**

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### **§114.1. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, Elementary.**

The provisions of this subchapter shall supersede §75.26 of this title (relating to Other Languages) beginning September 1, 1998.

*Source: The provisions of this §114.1 adopted to be effective September 1, 1998, 22  
TexReg 4930.*

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### **§114.2. Languages Other Than English, Elementary.**

School districts are strongly encouraged to offer languages other than English in the elementary grades. For districts that offer languages in elementary, the essential knowledge and skills are those designated as Levels I and II - novice progress checkpoint, exploratory languages, and cultural and linguistic topics in Subchapter C of this chapter (relating to Texas Essential Knowledge and Skills for Languages Other Than English).

*Source: The provisions of this §114.2 adopted to be effective September 1, 1998, 22  
TexReg 4930.*

# Chapter 115. Texas Essential Knowledge and Skills for Health Education

## Subchapter A. Elementary

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**Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §28.002, unless otherwise noted.**

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### **§115.1. Implementation of Texas Essential Knowledge and Skills for Health Education, Elementary.**

The provisions of this subchapter shall supersede §75.29(a)-(f) of this title (relating to Health Education) beginning September 1, 1998.

*Source: The provisions of this §115.1 adopted to be effective September 1, 1998, 22 TexReg 7740.*

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### **§115.2. Health Education, Kindergarten.**

(a) Introduction.

(1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

(2) Kindergarten students are taught basic factors that contribute to health literacy. Students learn about their bodies and the behaviors necessary to protect them and keep them healthy. Students also understand how to seek help from parents and other trusted adults.

(b) Knowledge and skills.

(1) Health behaviors. The student recognizes that personal health decisions and behaviors affect health throughout life. The student is expected to:

(A) identify and practice personal health habits that help individuals stay healthy such as a proper amount of sleep and clean hands;

(B) identify types of foods that help the body grow such as healthy breakfast foods and snacks; and

(C) identify types of exercise and active play that are good for the body.

(2) Health behaviors. The student understands that behaviors result in healthy or unhealthy conditions throughout the life span. The student is expected to:

(A) identify the purpose of protective equipment such as a seat belt and a bicycle helmet;

(B) identify safe and unsafe places to play such as a back yard and a street;

(C) name the harmful effects of tobacco, alcohol, and other drugs;

(D) identify ways to avoid harming oneself or another person;

(E) practice safety rules during physical activity such as water safety and bike safety;

(F) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult;

(G) demonstrate procedures for responding to emergencies including dialing 911; and

(H) name objects that may be dangerous such as knives, scissors, and screwdrivers and tell how they can be harmful.

(3) Health behaviors. The student demonstrates decision-making skills for making health-promoting decisions. The student is expected to:

(A) demonstrate how to seek the help of parents/guardians and other trusted adults in making decisions and solving problems; and

(B) plan a healthy meal and/or snack.

(4) Health information. The student knows the basic structures and functions of the human body and how they relate to personal health. The student is expected to:

(A) name the five senses;

(B) name major body parts and their functions; and

(C) name and demonstrate good posture principles such as standing straight with shoulders back.

(5) Health information. The student understands how to recognize health information. The student is expected to:

(A) name people who can provide helpful health information such as parents, doctors, teachers, and nurses; and

(B) explain the importance of health information.

(6) Influencing factors. The student understands the difference between being sick and being healthy. The student is expected to:

(A) tell how germs cause illness and disease in people of all ages;

(B) name symptoms of common illnesses and diseases;

(C) explain practices used to control the spread of germs such as washing hands; and

(D) discuss basic parts of the body's defense system against germs such as the skin.

(7) Influencing factors. The student understands that various factors influence personal health. The student is expected to:

(A) tell how weather affects individual health such as dressing for warmth, protecting skin from the sun, and keeping classrooms and homes warm and cool; and

(B) identify ways to prevent the transmission of head lice such as sharing brushes and caps.

(8) Personal/interpersonal skills. The student understands ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

(A) recognize and describe individual differences and communicate appropriately with all individuals;

(B) explain the importance of showing consideration and respect for parents, grandparents, other family members, friends, and other individuals; and

(C) recognize and explain the importance of manners and rules for healthy communication.

(9) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to:

(A) identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling an adult if he/she is threatened; and

(B) demonstrate skills for making new acquaintances.

*Source: The provisions of this §115.2 adopted to be effective September 1, 1998, 22 TexReg 7740.*

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### **§115.3. Health Education, Grade 1.**

(a) Introduction.

(1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

(2) In Grade 1, students learn more about their bodies and how to care for themselves. Students also begin to learn that relationships exist between behaviors and health, and that there are community helpers such as nurses and doctors who help them stay healthy. In Grade 1, students also learn skills to help them make friends, resolve conflicts, and solve problems.

(b) Knowledge and skills.

(1) Health behaviors. The student understands that personal health decisions and behaviors affect health throughout the life span. The student is expected to:

(A) describe and practice activities that enhance individual health such as enough sleep, nutrition, and exercise; and

(B) describe activities that are provided by health care professionals such as medical check-up and dental exams.

(2) Health behaviors. The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to:

- (A) identify and use protective equipment to prevent injury;
- (B) name safe play environments;
- (C) explain the harmful effects of, and how to avoid, alcohol, tobacco, and other drugs;
- (D) identify ways to avoid weapons and drugs or harming oneself or another person by staying away from dangerous situations and reporting to an adult;
- (E) identify safety rules that help to prevent poisoning;
- (F) identify and describe safe bicycle skills;
- (G) identify and practice safety rules during play; and
- (H) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult.

(3) Health behaviors. The student demonstrates basic critical-thinking, decision-making, goal setting, and problem-solving skills for making health-promoting decisions. The student is expected to:

- (A) explain ways to seek the help of parents/guardians and other trusted adults in making decisions and solving problems;
- (B) describe how decisions can be reached and problems can be solved; and
- (C) explain the importance of goal setting and task completion.

(4) Health information. The student understands the basic structure and functions of the human body and how they relate to personal health throughout the life span. The student is expected to:

- (A) identify and demonstrate use of the five senses;
- (B) identify major body structures and organs and describes their basic functions; and

(C) identify and apply principles of good posture for healthy growth and development.

(5) Health information. The student recognizes health information. The student is expected to:

(A) identify people who can provide helpful health information such as parents, teachers, nurses, and physicians; and

(B) list ways health information can be used such as knowing how to brush teeth properly.

(6) Health information. The student recognizes the influence of media and technology on health behaviors. The student is expected to:

(A) identify examples of health information provided by various media; and

(B) cite examples of how media and technology can affect behaviors such as television, computers, and video games.

(7) Influencing factors. The student understands the difference between sickness and health in people of all ages. The student is expected to:

(A) name types of germs that cause illness and disease;

(B) identify common illnesses and diseases and their symptoms; and

(C) explain common practices that control the way germs are spread.

(8) Influencing factors. The student understands factors that influence the health of an individual. The student is expected to:

(A) name various members of his/her family who help them to promote and practice health habits; and

(B) describe ways in which a person's health may be affected by weather and pollution.

(9) Personal/interpersonal skills. The student knows healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

(A) demonstrate respectful communication;

(B) list unique ways that individuals use to communicate such as using body language and gestures;

(C) express needs, wants, and emotions in appropriate ways; and

(D) describe and practice techniques of self-control such as thinking before acting.

(10) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to:

(A) describe ways to build and maintain friendships; and

(B) practice refusal skills to avoid and resolve conflicts.

*Source: The provisions of this §115.3 adopted to be effective September 1, 1998, 22 TexReg 7740.*

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#### **§115.4. Health Education, Grade 2.**

(a) Introduction.

(1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

(2) In Grade 2, students learn age-appropriate skills to help them stay healthy and safe. Students are taught, in a basic way, that there are external factors that influence our health, and that the students can take responsibility for protecting their health. Students are taught ways to communicate in a healthy way with friends, families, and classmates.

(b) Knowledge and skills.

(1) Health behaviors. The student understands that personal health decisions and behaviors affect health throughout the life span. The student is expected to:

(A) explain actions an individual can take when not feeling well;

(B) describe and demonstrate personal health habits such as brushing and flossing teeth and exercise;

(C) identify food groups and describe the effects of eating too much sugar and fat such as knowing that sugar causes dental cavities;

(D) identify healthy and unhealthy food choices such as a healthy breakfast and snacks and fast food choices;

(E) define stress and describe healthy behaviors that reduce stress such as exercise;

(F) describe the importance of individual health maintenance activities such as regular medical and dental checkups; and

(G) describe how a healthy diet can help protect the body against some diseases.

(2) Health behaviors. The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to:

(A) identify and describe the harmful effects of alcohol, tobacco, and other drugs on the body;

(B) identify ways to avoid deliberate and accidental injuries;

(C) explain the need to use protective equipment when engaging in certain recreational activities such as skateboarding, rollerblading, cycling, and swimming;

(D) explain the importance of avoiding dangerous substances;

(E) explain ways to avoid weapons and report the presence of weapons to an adult; and

(F) identify a trusted adult such as a parent, teacher, or law enforcement officer and identify ways to react when approached and made to feel uncomfortable or unsafe by another person/adult.

(3) Health information. The student understands the basic structures and functions of the human body and how they relate to personal health throughout the life span. The student is expected to:

(A) describe behaviors that protect the body structure and organs such as wearing a seat belt and wearing a bicycle helmet;

(B) identify the major organs of the body such as the heart, lungs, and brain and describe their primary function; and

(C) identify the major systems of the body.

(4) Health information. The student understands the difference between sickness and health in persons of all ages. The student is expected to:

(A) explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization;

(B) identify causes of disease other than germs such as allergies and heart disease;

(C) explain how the body provides protection from disease; and

(D) apply practices to control spread of germs in daily life such as hand washing and skin care.

(5) Health information. The student recognizes factors that influence the health of an individual. The student is expected to:

(A) identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water;

(B) describe strategies for protecting the environment and the relationship between the environment and individual health such as air pollution and ultra-violet rays; and

(C) identify personal responsibilities as a family member in promoting and practicing health behaviors.

(6) Health information. The student understands how to recognize health information. The student is expected to:

(A) identify people who can provide health information; and

(B) identify various media that provide health information.

(7) Influencing factors. The student recognizes the influence of media and technology on personal health. The student is expected to:

(A) describe how the media can influence an individual's health choices such as television ads for fast foods and breakfast cereals; and

(B) discuss how personal health care products have been improved by technology such as sunblock and safety equipment.

(8) Influencing factors. The student understands how relationships influence personal health. The student is expected to:

(A) describe how friends can influence a person's health; and

(B) recognize unsafe requests made by friends such as playing in the street.

(9) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to:

(A) identify characteristics needed to be a responsible family member or friend;

(B) list and demonstrate good listening skills; and

(C) demonstrate refusal skills.

(10) Personal/interpersonal skills. The student understands healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

(A) describe how to effectively communicate;

(B) express needs, wants, and emotions in healthy ways; and

(C) explain the benefits of practicing self-control.

(11) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions. The student is expected to:

(A) explain steps in the decision-making process and the importance of following the steps;

(B) describe how personal-health decisions affect self and others;

(C) list the steps and describe the importance of task completion and goal setting; and

(D) explain why obtaining help, especially from parents/trusted adults, can be helpful when making decisions about personal health.

*Source: The provisions of this §115.4 adopted to be effective September 1, 1998, 22 TexReg 7740.*

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**§115.5. Health Education, Grade 3.**

(a) Introduction.

(1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

(2) In Grade 3, students build on the knowledge and skills learned in the second grade. In addition to students learning health knowledge that can help them improve or maintain health habits, students begin to learn about body systems, growth and development, and the relationship between health and the environment. Students are also introduced to interpersonal skills that they will use to communicate and interact with friends and family.

(b) Knowledge and skills.

(1) Health behaviors. The student explains ways to enhance and maintain health throughout the life span. The student is expected to:

(A) explain how personal-health habits affect self and others;

(B) describe ways to improve personal fitness;

(C) identify types of nutrients;

(D) describe food combinations in a balanced diet such as a food pyramid;

(E) explain the effects of too much stress and practice ways to reduce stress such as exercising and listening to music; and

(F) explain strategies for maintaining a personal-health plan such as a commitment to good personal hygiene and checkups and an awareness of safety skills.

(2) Health behaviors. The student recognizes and performs behaviors that reduce health risks throughout the life span. The student is expected to:

- (A) explain the need for obeying safety rules at home, school, work, and play such as bike safety and avoidance of weapons;
- (B) describe the harmful effects of alcohol, tobacco, and other drugs on physical, mental, and social health and why people should not use them;
- (C) identify reasons for avoiding violence, gangs, weapons and drugs;
- (D) identify examples of abuse and describe appropriate responses; and
- (E) describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing accidental injuries.

(3) Health behaviors. The student knows and engages in behaviors that prevent disease and speed recovery from illness. The student is expected to:

- (A) identify health behaviors that prevent the spread of disease and avoid behaviors that cause the transmission of disease;
- (B) explain the body's defense systems and how they fight disease; and
- (C) explain actions to take when illness occurs such as informing parents/adults.

(4) Health information. The student names the basic structures and functions of the human body and explains how they relate to personal health throughout the life span. The student is expected to:

- (A) list and explain the stages of growth and development;
- (B) name and locate major components of the body systems; and
- (C) explain the interrelationships of the body systems.

(5) Health information. The student knows how to access health information. The student is expected to:

- (A) demonstrate the ability to locate resources from parents and family members, school, and the community; and
- (B) demonstrate the ability to locate school and community health helpers.

(6) Influencing factors. The student understands factors that influence individual and community health. The student is expected to:

- (A) relate how protecting the environment promotes individual and community health;
- (B) identify common health problems that result from unhealthy environments such as skin cancer, poisoning, and respiratory illness;
- (C) identify ways to protect personal health from environmental hazards such as lead removal and no-smoking laws; and
- (D) describe roles and responsibilities of family members in promoting and practicing health behaviors.

(7) Influencing factors. The student comprehends ways in which media and technology influence individual and community health. The student is expected to:

- (A) describe how the media can influence knowledge and health behaviors; and
- (B) identify ways in which health care has improved as a result of technology.

(8) Personal/interpersonal skills. The student understands how relationships can positively and negatively influence individual and community health. The student is expected to:

- (A) distinguish between positive and negative peer pressures and their effects on personal health behaviors; and
- (B) describe ways in which peers and families can work together to build a healthy community.

(9) Personal/interpersonal skills. The student uses social skills in building and maintaining healthy relationships. The student is expected to:

- (A) demonstrate effective verbal and nonverbal communication;
- (B) demonstrate strategies for resolving conflicts;
- (C) explain how to be a good friend;
- (D) demonstrate effective listening skills;

(E) identify ways to communicate with parents/trusted adults about health concerns; and

(F) demonstrate refusal skills.

(10) Personal/interpersonal skills. The student explains healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

(A) demonstrate respectful communication with family members, peers, teachers, and others;

(B) describe the mental-health value of respectful communication such as reducing the potential for angry behavior; and

(C) express needs, wants, and emotions in healthy ways.

(11) Personal/interpersonal skills. The student recognizes critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions. The student is expected to:

(A) practice critical-thinking skills when making health decisions;

(B) gather data to help make informed health choices;

(C) explain the positive and negative consequences of making a health-related choice;

(D) explain the importance of seeking assistance in making decisions about health;

(E) practice assertive communication and refusal skills;

(F) describe goal-setting skills; and

(G) explain the importance of time passage with respect to a goal.

*Source: The provisions of this §115.5 adopted to be effective September 1, 1998, 22 TexReg 7740.*

# Chapter 116. Texas Essential Knowledge and Skills for Physical Education

## Subchapter A. Elementary

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**Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §28.002, unless otherwise noted.**

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### **§116.1. Implementation of Texas Essential Knowledge and Skills for Physical Education, Elementary.**

The provisions of this subchapter shall supersede §75.30(a)-(1) of this title (relating to Physical Education) beginning September 1, 1998.

*Source: The provisions of this §116.1 adopted to be effective September 1, 1998, 22 TexReg 7759.*

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### **§116.2. Physical Education, Kindergarten.**

(a) Introduction.

(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

(2) In Grades K-2, children learn fundamental movement skills and begin to understand how the muscles, bones, heart, and lungs function in relation to physical activity. Students begin to develop a vocabulary for movement and apply concepts dealing with space and body awareness. Students are engaged in activities that develop basic levels of strength, endurance, and flexibility. In addition, students learn to work safely in group and individual movement settings. A major objective is to present activities that complement their natural inclination to view physical activity as challenging and enjoyable.

(3) The focus for kindergarten students is on learning basic body control while moving in a variety of settings. Students become aware of strength, endurance and flexibility in different parts of their bodies and begin to learn ways to increase health-related fitness.

(b) Knowledge and skills.

(1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:

- (A) travel in different ways in a large group without bumping into others or falling;
- (B) demonstrate clear contrasts between slow and fast movement when traveling;
- (C) demonstrate non-locomotor (axial) movements such as bend and stretch;
- (D) maintain balance while bearing weight on a variety of body parts;
- (E) walk forward and sideways the length of a beam without falling;
- (F) demonstrate a variety of relationships such as under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of;
- (G) roll sideways (right or left) without hesitating; and
- (H) toss a ball and catch it before it bounces twice.

(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

- (A) identify selected body parts such as head, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes; and
- (B) demonstrate movement forms of various body parts such as head flexion, extension, and rotation.

(3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:

- (A) describe and select physical activities that provide opportunities for enjoyment and challenge;
- (B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;

(C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk;

(D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping; and

(E) describe the benefits from involvement in daily physical activity such as feel better and sleep better.

(4) Physical activity and health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to:

(A) observe and describe the immediate effect of physical activity on the heart and breathing rate and perspiration;

(B) locate the lungs and explain their purpose; and

(C) state that rest and sleep are important in caring for the body.

(5) Physical activity and health. The student understands safety practices associated with physical activity and space. The student is expected to:

(A) use equipment and space properly;

(B) know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity;

(C) explain how proper shoes and clothing promotes safe play and prevent injury;

(D) explain appropriate water safety rules such as never swim alone, never run around pools, look before you jump, enter feet first, and know the role of the lifeguard; and

(E) explain appropriate reactions during emergencies in physical activities.

(6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:

(A) respond appropriately to starting and stopping signals; and

(B) demonstrate the ability to play within boundaries during games and activities.

(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

(A) follow rules, procedures, and safe practices;

(B) work in a group setting in cooperation with others; and

(C) share space and equipment with others.

*Source: The provisions of this §116.2 adopted to be effective September 1, 1998, 22 TexReg 7759.*

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### **§116.3. Physical Education, Grade 1.**

(a) Introduction.

(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

(2) First grade students continue to develop basic body control, fundamental movement skills, and health-related fitness components such as strength, endurance, and flexibility. Students can state key performance cues for basic movement patterns such as throwing and catching. Students continue to learn rules and procedures for simple games and apply safety practices associated with physical activities.

(b) Knowledge and skills.

(1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:

(A) demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low;

(B) demonstrate proper foot patterns in hopping, jumping, skipping, leaping, galloping, and sliding;

- (C) demonstrate control in balancing and traveling activities;
- (D) demonstrate the ability to work with a partner such as leading and following;
- (E) clap in time to a simple rhythmic beat;
- (F) create and imitate movement in response to selected rhythms;
- (G) jump a long rope; and
- (H) demonstrate on cue key elements in overhand throw, underhand throw, and catch.

(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

- (A) recognize that motor skill development requires correct practice; and
- (B) demonstrate a base of support and explain how it affects balance.

(3) Physical activity and health. The student exhibits a health-enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:

- (A) describe and select physical activities that provide opportunities for enjoyment and challenge;
- (B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;
- (C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk; and
- (D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.

(4) Physical activity and health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to:

- (A) distinguish between active and inactive lifestyles;
- (B) describe the location and function of the heart;

- (C) describe how muscles and bones work together to produce movement;
  - (D) describe food as a source of energy; and
  - (E) explain the negative effects of smoking, lack of sleep, and poor dietary habits on physical performance and on the body.
- (5) Physical activity and health. The student knows and applies safety practices associated with physical activities. The student is expected to:
- (A) use equipment and space safely and properly;
  - (B) describe the importance of protective equipment in preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing;
  - (C) describe how to protect himself/herself from harmful effects of the sun;
  - (D) list water safety rules and demonstrate simple extension rescue; and
  - (E) describe and demonstrate appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions, and calling 911.
- (6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:
- (A) demonstrate starting and stopping signals; and
  - (B) explain boundaries and rules for simple games.
- (7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:
- (A) follow directions and apply safe movement practices;
  - (B) interact, cooperate, and respect others; and
  - (C) resolve conflicts in socially acceptable ways such as talking and asking the teacher for help.

*Source: The provisions of this §116.3 adopted to be effective September 1, 1998, 22 TexReg 7759.*

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## **§116.4. Physical Education, Grade 2.**

### **(a) Introduction.**

(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

(2) Second grade students learn to demonstrate key elements of fundamental movement skills and mature form in locomotive skills. Students learn to describe the function of the heart, lungs, and bones as they relate to movement. Students are introduced to basic concepts of health promotion such as the relationship between a physically-active lifestyle and the health of the heart. Students learn to work in a group and demonstrate the basic elements of socially responsible conflict resolution.

### **(b) Knowledge and skills.**

(1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:

- (A) travel independently in a large group while safely and quickly changing speed and direction;
- (B) demonstrate skills of chasing, fleeing, and dodging to avoid or catch others;
- (C) combine shapes, levels, and pathways into simple sequences;
- (D) demonstrate mature form in walking, hopping, and skipping;
- (E) demonstrate balance in symmetrical and non-symmetrical shapes from different basis of support;
- (F) demonstrate a variety of relationships in dynamic movement situations such as under, over, behind, next to, through, right, left, up, or down;
- (G) demonstrate simple stunts that exhibit personal agility such as jumping-one and two foot takeoffs and landing with good control;

(H) demonstrate smooth transition from one body part to the next in rolling activities such as side roll, log roll, balance/curl, and roll/balance in a new position;

(I) demonstrate control weight transfers such as feet to hands with controlled landing and feet to back;

(J) demonstrate the ability to mirror a partner;

(K) walk in time to a 4/4 underlying beat;

(L) perform rhythmical sequences such as simple folk, creative, and ribbon routines;

(M) jump a self-turned rope repeatedly; and

(N) demonstrate on cue key elements of hand dribble, foot dribble, kick and strike such as striking balloon or ball with hand.

(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

(A) recognize that attention to the feeling of movement is important in motor skill development; and

(B) identify similar movement concepts and terms in a variety of skills such as straddle position, ready position, and bending knees to absorb force.

(3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:

(A) describe and select physical activities that provide opportunities for enjoyment and challenge;

(B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;

(C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk; and

(D) lift and support his/her weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.

(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to:

- (A) identify how regular physical activity strengthens the heart, lungs, and muscular system;
- (B) describe how the blood carries oxygen and nutrients through the body;
- (C) identify foods that enhance a healthy heart;
- (D) explain the need for foods as a source of nutrients that provide energy for physical activity;
- (E) describe the negative effects of smoking on the lungs and the ability to exercise; and
- (F) describe the need for rest and sleep in caring for the body.

(5) Physical activity and health. The student knows and applies safety practices associated with physical activities. The student is expected to:

- (A) use equipment and space safely and properly;
- (B) select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing;
- (C) list the effects the sun has on the body and describe protective measures such as sunscreen, hat, and long sleeves;
- (D) list water safety rules and describe their importance;
- (E) identify safe cycling and road practices; and
- (F) describe appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911.

(6) Social development. The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:

- (A) identify goals to be accomplished during simple games such as not getting tagged; and

(B) identify strategies in simple games and activities such as dodging to avoid being tagged.

(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

(A) display good sportsmanship; and

(B) treat others with respect during play.

*Source: The provisions of this §116.4 adopted to be effective September 1, 1998, 22 TexReg 7759.*

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### **§116.5. Physical Education, Grade 3.**

(a) Introduction.

(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

(2) In Grades 3-5, students continue to develop strength, endurance, and flexibility. Students can demonstrate mature form in fundamental locomotor and manipulative skills and can often maintain that form while participating in dynamic game situations. Identifying personal fitness goals for themselves and beginning to understand how exercise affects different parts of the body is an important part of the instructional process.

(3) In Grade 3, students begin to learn and demonstrate more mature movement forms. Students also learn age-specific skills and the health benefits of physical activity. Students begin to learn game strategies, rules, and etiquette.

(b) Knowledge and skills.

(1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:

(A) travel in forward, sideways, and backwards and change direction quickly and safely in dynamic situations;

(B) demonstrate proper form and smooth transitions during combinations of fundamental locomotor and body control skills such as running and jumping safely in dynamic situations;

(C) demonstrate mature form in jogging, running, and leaping;

(D) demonstrate moving in and out of a balanced position with control;

(E) demonstrate proper body alignment in lifting, carrying, pushing, and pulling;

(F) demonstrate control and appropriate form such as curled position and protection of neck in rolling activities such as forward roll, shoulder roll, and safety rolls;

(G) transfer on and off equipment with good body control such as boxes, benches, stacked mats, horizontal bar, and balance beam;

(H) clap echoes in a variety of one measure rhythmical patterns;

(I) demonstrate various step patterns and combinations of movement in repeatable sequences; and

(J) demonstrate key elements in manipulative skills such as underhand throw, overhand throw, catch and kick such as position your side to the target.

(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

(A) identify similar positions in a variety of movements such as straddle positions, ready position, and bending knees to absorb force; and

(B) know that practice, attention and effort are required to improve skills.

(3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to:

(A) describe and select physical activities that provide for enjoyment and challenge;

(B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;

(C) participate in appropriate exercises for developing flexibility;

(D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping; and

(E) identify opportunities for participation in physical activity in the community such as little league and parks and recreation.

(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to:

(A) describe the long term effects of physical activity on the heart;

(B) distinguish between aerobic and anaerobic activities;

(C) identify foods that increase or reduce bodily functions; and

(D) identify principles of good posture and its impact on physical activity.

(5) Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to:

(A) use equipment safely and properly;

(B) select and use proper attire that promotes participation and prevents injury;

(C) identify and apply safety precautions when walking, jogging, and skating in the community such as use sidewalks, walk on the left side of street when facing traffic, wear lights/reflective clothing, and be considerate of other pedestrians; and

(D) identify exercise precautions such as awareness of temperature and weather conditions and need for warm-up and cool-down activities.

(6) Social development. The student understands basic components such as strategies and rules of structured physical activities including but not limited to, games, sports, dance, and gymnastics. The student is expected to:

(A) identify components of games that can be modified to make the games and participants more successful; and

(B) explain the importance of basic rules in games and activities.

(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

(A) follow rules, procedures, and etiquette;

(B) persevere when not successful on the first try in learning movement skills; and

(C) accept and respect differences and similarities in physical abilities of self and others.

*Source: The provisions of this §116.5 adopted to be effective September 1, 1998, 22 TexReg 7759.*

## Chapter 117. Texas Essential Knowledge and Skills for Fine Arts Subchapter A. Elementary

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**Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §28.002, unless otherwise noted.**

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### **§117.1. Implementation of Texas Essential Knowledge and Skills for Fine Arts, Elementary.**

The provisions of this subchapter shall supersede §75.31(a)-(f) of this title (relating to Fine Arts) beginning September 1, 1998.

*Source: The provisions of this §117.1 adopted to be effective September 1, 1998, 22 TexReg 4943.*

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### **§117.2. Art, Kindergarten.**

#### (a) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

#### (b) Knowledge and skills.

(1) Perception. The student develops and organizes ideas from the environment. The student is expected to:

(A) glean information from the environment, using the five senses; and

- (B) identify colors, textures, forms, and subjects in the environment.
- (2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:
- (A) create artworks, using a variety of colors, forms, and lines;
  - (B) arrange forms intuitively to create artworks; and
  - (C) develop manipulative skills when drawing, painting, printmaking, and constructing artworks, using a variety of materials.
- (3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:
- (A) identify simple subjects expressed in artworks;
  - (B) share ideas about personal artworks and the work of others, demonstrating respect for differing opinions; and
  - (C) relate art to everyday life.
- (4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:
- (A) express ideas about personal artworks; and
  - (B) express ideas about original artworks, portfolios, and exhibitions by peers and artists.

*Source: The provisions of this §117.2 adopted to be effective September 1, 1998, 22 TexReg 4943.*

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### **§117.3. Music, Kindergarten.**

#### **(a) Introduction.**

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through

creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

(b) Knowledge and skills.

(1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

(A) identify the difference between the singing and speaking voice; and

(B) identify the timbre of adult voices and instruments.

(2) Creative expression/performance. The student performs a varied repertoire of music. The student is expected to:

(A) sing or play classroom instruments independently or in a group; and

(B) sing songs from diverse cultures and styles or play such songs on musical instruments.

(3) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:

(A) sing songs and play musical games from different cultures; and

(B) identify simple relationships between music and other subjects.

(4) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:

(A) identify steady beat in musical performances; and

(B) identify higher/lower, louder/softer, faster/slower, and same/different in musical performances.

*Source: The provisions of this §117.3 adopted to be effective September 1, 1998, 22 TexReg 4943.*

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**§117.4. Theatre, Kindergarten.**

(a) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.

(2) Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.

(b) Knowledge and skills.

(1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:

- (A) develop self-awareness through dramatic play;
- (B) explore space, using expressive movement;
- (C) imitate sounds; and
- (D) imitate and recreate objects in dramatic play.

(2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:

- (A) demonstrate safe use of movement and voice;
- (B) assume roles through imitation and recreation;
- (C) identify the characteristics of dramatic play; and
- (D) participate in dramatic play.

(3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

- (A) create playing space, using simple materials;

- (B) create costumes, using simple materials;
  - (C) plan dramatic play; and
  - (D) cooperate with others in dramatic play.
- (4) Historical/cultural heritage. The student relates theatre to history, society, and culture. The student is expected to:
- (A) play and replay real and imaginative situations of various cultures; and
  - (B) play and replay stories from American history.
- (5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
- (A) begin to identify appropriate audience behavior;
  - (B) respond to dramatic activities;
  - (C) demonstrate awareness of the use of music, creative movement, and visual components in dramatic play; and
  - (D) observe the performance of artists and identify theatrical vocations.

*Source: The provisions of this §117.4 adopted to be effective September 1, 1998, 22 TexReg 4943.*

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### **§117.5. Art, Grade 1.**

(a) Introduction.

- (1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.
- (2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and

analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

(b) Knowledge and skills.

(1) Perception. The student develops and organizes ideas from the environment. The student is expected to:

(A) identify similarities, differences, and variations among subjects, using the senses; and

(B) identify color, texture, form, line, and emphasis in nature and in the human-made environment.

(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) invent images that combine a variety of colors, forms, and lines;

(B) place forms in orderly arrangement to create designs; and

(C) increase manipulative skills, using a variety of materials to produce drawings, paintings, prints, and constructions.

(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) identify simple ideas expressed in artworks through different media;

(B) select artworks that show families and groups; and

(C) identify the use of art in everyday life.

(4) Response/evaluation. The student makes informed judgments about personal artworks and the works of others. The student is expected to:

(A) express ideas about personal artworks; and

(B) identify simple ideas about original artworks, portfolios, and exhibitions by peers and others.

*Source: The provisions of this §117.5 adopted to be effective September 1, 1998, 22 TexReg 4943.*

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## **§117.6. Music, Grade 1.**

### **(a) Introduction.**

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

### **(b) Knowledge and skills.**

(1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

(A) identify voices and selected instruments from various musical families;

(B) use basic music terminology in describing musical sounds; and

(C) identify repetition and contrast in music examples.

(2) Creative expression/performance. The student performs a varied repertoire of music. The student is expected to:

(A) sing or play a classroom instrument independently or in groups; and

(B) sing songs from diverse cultures and styles or play such songs on a musical instrument.

(3) Creative expression/performance. The student reads and writes music notation. The student is expected to:

(A) read simple examples of music notation; and

(B) write simple examples of music notation.

(4) Creative expression/performance. The student creates and arranges music within specified guidelines. The student is expected to:

(A) create short rhythmic patterns; and

(B) create short melodic patterns.

(5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:

(A) sing songs and play musical games from diverse cultures; and

(B) identify simple relationships between music and other subjects.

(6) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:

(A) distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower, and same/different in musical performances; and

(B) begin to practice appropriate audience behavior during live performances.

*Source: The provisions of this §117.6 adopted to be effective September 1, 1998, 22 TexReg 4943.*

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### **§117.7. Theatre, Grade 1.**

(a) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.

(2) Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.

(b) Knowledge and skills.

(1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:

- (A) develop confidence and self-awareness through dramatic play;
- (B) develop spatial awareness in dramatic play, using expressive and rhythmic movement;
- (C) imitate actions and sounds; and
- (D) imitate and create animate and inanimate objects in dramatic play.

(2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:

- (A) demonstrate safe use of movement and voice;
- (B) assume roles through imitation;
- (C) dramatize limited-action stories; and
- (D) dramatize poems and songs.

(3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

- (A) select aspects of the environment for use in dramatic play;
- (B) adapt the environment for dramatic play, using simple materials;
- (C) plan dramatic play; and
- (D) cooperate with others in dramatic play.

(4) Historical/cultural heritage. The student relates theatre to history, society, and culture. The student is expected to:

- (A) imitate life experiences from various historical periods in dramatic play; and
- (B) identify diverse cultural dimensions in dramatic play.

(5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:

- (A) identify appropriate audience behavior;
- (B) respond to and begin to evaluate dramatic activities;
- (C) identify the use of music, creative movement, and visual components in dramatic play; and
- (D) observe the performance of artists and identify theatrical vocations.

*Source: The provisions of this §117.7 adopted to be effective September 1, 1998, 22 TexReg 4943.*

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## **§117.8. Art, Grade 2.**

### (a) Introduction.

- (1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.
- (2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

### (b) Knowledge and skills.

- (1) Perception. The student develops and organizes ideas from the environment. The student is expected to:
  - (A) identify variations in objects and subjects from the environment, using the senses; and
  - (B) identify art elements such as color, texture, form, line, and space and art principles such as emphasis, pattern, and rhythm.

(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) express ideas and feelings in artworks, using a variety of colors, forms, and lines;

(B) create effective compositions, using design elements and principles; and

(C) identify and practice skills necessary for producing drawings, paintings, prints, constructions, and modeled forms, using a variety of art materials.

(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) identify stories and constructions in a variety of artworks;

(B) compare ways individuals and families are depicted in different artworks; and

(C) identify different kinds of jobs in art.

(4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

(A) define reasons for preferences in personal artworks; and

(B) identify ideas in original artworks, portfolios, and exhibitions by peers and artists.

*Source: The provisions of this §117.8 adopted to be effective September 1, 1998, 22 TexReg 4943.*

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## **§117.9. Music, Grade 2.**

(a) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among

music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

(b) Knowledge and skills.

(1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

- (A) identify instruments visually and aurally;
- (B) use music terminology to explain sounds and performances; and
- (C) identify music forms such as AB and ABA.

(2) Creative expression/performance. The student performs a varied repertoire of music. The student is expected to:

- (A) sing or play a classroom instrument independently or in groups; and
- (B) sing songs from diverse cultures and styles or play such songs on a musical instrument.

(3) Creative expression/performance. The student reads and writes music notation. The student is expected to:

- (A) read and write simple music notation, using a system (letters, numbers, syllables); and
- (B) read and write music that incorporates basic rhythmic patterns in simple meters.

(4) Creative expression/performance. The student creates and arranges music within specified guidelines. The student is expected to:

- (A) create rhythmic phrases; and
- (B) create melodic phrases.

(5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:

- (A) identify music from various periods of history and culture;
  - (B) sing songs and play musical games from diverse cultures; and
  - (C) identify relationships between music and other subjects.
- (6) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:
- (A) distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower, and same/different in musical performances; and
  - (B) show appropriate audience behavior during live performances.

*Source: The provisions of this §117.9 adopted to be effective September 1, 1998, 22 TexReg 4943.*

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## **§117.10. Theatre, Grade 2.**

### (a) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.

(2) Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.

### (b) Knowledge and skills.

(1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:

- (A) react to sensory experiences;

- (B) expand spatial awareness in dramatic play, using expressive and rhythmic movement;
- (C) participate in dramatic play, using actions, sounds, and dialogue; and
- (D) role-play, imitate, and recreate dialogue.

(2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:

- (A) demonstrate safe use of movement and voice;
- (B) role-play in real life and imaginative situations through narrative pantomime, dramatic play, and story dramatization;
- (C) create dramatizations of limited-action stories, using simple pantomime and puppetry; and
- (D) dramatize poems and songs, using simple pantomime and puppetry.

(3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

- (A) select aspects of the environment for use in dramatic play;
- (B) adapt the environment for dramatic play, using simple materials;
- (C) plan dramatic play; and
- (D) cooperate and interact with others in dramatic play.

(4) Historical/cultural heritage. The student relates theatre to history, society, and culture. The student is expected to:

- (A) imitate life experiences from various historical periods in dramatic play; and
- (B) identify diverse cultural dimensions in dramatic play.

(5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:

- (A) identify and apply appropriate audience behavior;
- (B) react to and begin to evaluate dramatic activities;

(C) employ music, creative movement, and visual components in dramatic play; and

(D) observe the performance of artists and identify theatrical vocations.

*Source: The provisions of this §117.10 adopted to be effective September 1, 1998, 22 TexReg 4943.*

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### **§117.11. Art, Grade 3.**

(a) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

(b) Knowledge and skills.

(1) Perception. The student develops and organizes ideas from the environment. The student is expected to:

(A) identify sensory knowledge and life experiences as sources for ideas about visual symbols, self, and life events; and

(B) identify art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity in artworks.

(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) create artworks based on personal observations and experiences;

- (B) develop a variety of effective compositions, using design skills; and
  - (C) produce drawings, paintings, prints, constructions, ceramics, and fiberart, using a variety of art materials appropriately.
- (3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:
- (A) compare content in artworks from the past and present for various purposes such as telling stories and documenting history and traditions;
  - (B) compare selected artworks from different cultures; and
  - (C) relate art to different kinds of jobs in everyday life.
- (4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:
- (A) identify general intent and expressive qualities in personal artworks; and
  - (B) apply simple criteria to identify main ideas in original artworks, portfolios, and exhibitions by peers and major artists.

*Source: The provisions of this §117.11 adopted to be effective September 1, 1998, 22 TexReg 4943.*

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### **§117.12. Music, Grade 3.**

#### **(a) Introduction.**

- (1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.
- (2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

(b) Knowledge and skills.

(1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

(A) categorize a variety of musical sounds, including children's and adults' voices; woodwind, brass, string, percussion, keyboard, and electronic instruments; and instruments from various cultures;

(B) use music terminology in explaining sound, music, music notation, musical instruments and voices, and musical performances; and

(C) identify music forms presented aurally such as AB, ABA, and rondo.

(2) Creative expression/performance. The student performs a varied repertoire of music. The student is expected to:

(A) sing or play a classroom instrument independently or in groups; and

(B) sing songs from diverse cultures and styles or play such songs on a musical instrument.

(3) Creative expression/performance. The student reads and writes music notation. The student is expected to:

(A) read music notation, using a system (letters, numbers, syllables);

(B) write music notation, using a system (letters, numbers, syllables);

(C) read and write music that incorporates basic rhythmic patterns in simple meters; and

(D) identify music symbols and terms referring to dynamics and tempo.

(4) Creative expression/performance. The student creates and arranges music within specified guidelines. The student is expected to:

(A) create rhythmic phrases; and

(B) create melodic phrases.

(5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:

(A) identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures;

- (B) perform songs and musical games from diverse cultures; and
  - (C) describe relationships between music and other subjects.
- (6) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:
- (A) define basic criteria for evaluating musical performances; and
  - (B) exhibit audience etiquette during live performances.

*Source: The provisions of this §117.12 adopted to be effective September 1, 1998, 22 TexReg 4943.*

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### **§117.13. Theatre, Grade 3.**

(a) Introduction.

(1) Four basic strands--perception, creative expression/ performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.

(2) Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.

(b) Knowledge and skills.

(1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:

- (A) react to sensory and emotional experiences;
- (B) create playing space, using expressive and rhythmic movement;

(C) respond to sound, music, images, and the written word with voice and movement and participate in dramatic play, using actions, sounds, and dialogue; and

(D) reflect the environment, portray character, and demonstrate actions in classroom dramatizations.

(2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:

(A) demonstrate safe use of movement and voice;

(B) participate in a variety of roles in real life and imaginative situations through narrative pantomime, dramatic play, and story dramatization;

(C) dramatize literary selections, using shadow play and puppetry; and

(D) dramatize literary selections, using pantomime and imitative dialogue.

(3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

(A) identify technical theatre elements;

(B) begin to use simple technical theatre elements;

(C) plan dramatic play; and

(D) cooperate and interact with others in dramatic play.

(4) Historical/cultural heritage. The student relates theatre to history, society, and culture. The student is expected to:

(A) illustrate similarities and differences in life and theatre through dramatic play; and

(B) reflect historical and diverse cultural influences in dramatic activities.

(5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:

(A) evaluate and apply appropriate audience behavior consistently;

(B) evaluate simple dramatic activities and performances;

(C) incorporate music, movement, and visual components in dramatic play; and

(D) observe the performance of amateur and professional artists and begin to compare vocations in theatre.

*Source: The provisions of this §117.13 adopted to be effective September 1, 1998, 22 TexReg 4943.*

