Early Childhood Curriculum

College of Education
ECED 4133 x280
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Contact Information

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Course Description

4133- Early Childhood Curriculum-Planning the learning environment, developing learning activities, organizing the school day, and interpreting children's growth to parents. Emphasis on developmentally appropriate practice.

Textbook & Instructional Materials

Beaver, N., Wyatt, S., & Jackman, H. L. (2023). Early Education Curriculum: a Child's Connection to the World (8th ed). New York: Cengage learning. ISBN-13 : 978-0357625446

Course Objectives

During the scope of this course, students will have the opportunity to

- Identify and create a developmentally appropriate learning environment that meets the needs of all young children.
- Identify and develop a curriculum for the total growth and development of young children, including: language arts, creative art, music and movement, science and technology, mathematics, social studies, anti-bias curriculum and field trips, nutrition and health.
- Plan and set up different types of learning centers (e.g., language arts, creative art, music and movement, science and technology, mathematics, social studies, etc.) for young children.
- Develop guidance principles for children and teachers to act and interact in positive, productive, and acceptable ways.
- Identify the value and benefits of play for young children.

- Identify and create experiences for promoting young children's positive self-concept and social relationships, multicultural experiences, etc.

Focus of the Course

- Good Environments for Young Children, Teachers, and Families
- Guidance Techniques and School/Home Interaction
- The Value of Play
- Curriculum Development
- Language Arts
- Creative, Artistic, and Sensory Expression
- Music and Movement Education
- Science and Technology
- Mathematics
- Social Studies, Anti-Bias Curriculum, and Field Trip 11.
- Nutrition and Health
- Transition Activities

State Standards

National Association for the Education of Young Children (NAEYC) Standards:

Standard 1 - Promoting Child Development and Learning: Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children. As a result, candidates will:

- compare and contrast theories and philosophies of early childhood development and learning
- explain and identify developmentally appropriate practices, including child development and learning, individual strengths, interests, and needs
- explain the process of planning and implementing a developmentally appropriate environment for young children

Standard 1 will be met through class activities, chapter assignments, and exams.

Standard 2 - Building Family and Community Relationships: Candidates know about, understand, and value the important and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning. As a result, candidates will:

- describe/develop teaching strategies and involve families in the education process

- define/develop examples of developmentally appropriate ways to support emergent literacy at home
- communicate awareness to the family members of the importance of a child's language and literacy development

Standard 2 will be met through class activities, professional development activities and exams.

Standard 3 - Observing, Documenting, and Assessing to Support Young Children and Families: Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning. As a result, candidates will:

- observe and document children's unique qualities, strengths, and needs in Head Start and early childhood (public school) classrooms
- plan effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural backgrounds
- describe effective assessment tools to support children's development and literacy learning

Standard 3 will be met through chapter assignments, lesson presentation, exams, case study analysis, professional development activities; and class activities.

Standard 4 - Teaching and Learning: Candidates integrate their understanding of and relationship with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all young children. As a result, candidates will:

- plan content/subject area activities for a thematic unit using a wide variety of instructional strategies, approaches, and methods for learners at different stages of development and from differing cultural backgrounds
- explain/demonstrate major components of developmentally appropriate practices relating to all subjects and content areas appropriate for early childhood classrooms
- describe/plan instructional strategies as appropriate for accomplishing the given purposes

Standard 4 will be met through class activities, chapter assignments, lesson presentation, and exams.

Pedagogy and Professional Responsibilities- EC-6 PPR Standards

Standard 19 TAC§235.21

(b) Instructional Planning and Delivery. Early Childhood-Grade 6 classroom teachers demonstrate understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes learning relevant for today's learners. Early Childhood-Grade 6 classroom teachers must:(1) develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes; (2) effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement; (3) connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities; (4) plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn; (5) use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students;(6) differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans; (7) plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning; (8) integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts; (9) ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction;(10) encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals;(11) set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems;(12) provide opportunities for students to engage in individual and collaborative critical thinking and problem solving;(13) monitor and assess students' progress to ensure that their lessons meet students' needs;(14) provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts; and(15) adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement. (c) Knowledge of Student and Student Learning. Early Childhood-Grade 6 classroom teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs. Early Childhood-Grade 6 classroom teachers must: (2) connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts; (3) understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs

through instructional strategies and resources; (4) understand the role of language and culture in learning and know how to modify their practice to support language acquisition so that language is comprehensible and instruction is fully accessible; (5) understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills; and (6) identify readiness for learning and understand how development in one area may affect students' performance in other areas. (d) Content Knowledge and Expertise. Early Childhood-Grade 6 classroom teachers exhibit an understanding of content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and the ability to match objectives and activities to relevant state standards. Early Childhood-Grade 6 classroom teachers must: (1) have expertise in how their content vertically and horizontally aligns with the grade-level/subject area continuum, leading to an integrated curriculum across grade levels and content areas; (2) identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas; (3) keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline; (4) organize curriculum to facilitate student understanding of the subject matter; (5) understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions; (6) promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners; (7) teach both the key content knowledge and the key skills of the discipline; and (8) make appropriate and authentic connections across disciplines, subjects, and students' real world experiences.
e) Learning Environment. Early Childhood-Grade 6 classroom teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning. Early Childhood-Grade 6 classroom teachers must: (2) maintain and facilitate respectful, supportive, positive, and productive interactions with and among students;(3) establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences;(4) create a physical classroom set-up that is flexible and accommodates the different learning needs of students; (5) implement behavior management systems to maintain an environment where all students can learn effectively; (6) maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning; (7) maximize instructional time, including managing transitions;(8) manage and facilitate groupings in order to maximize student collaboration, participation, and achievement; and (9) communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goal. (f) Data-Driven Practices. Early Childhood-Grade 6 classroom teachers use

formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed. Early Childhood-Grade 6 classroom teachers must: (3) design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

Core Subjects EC-6 English Language Arts and Reading (ELRA)

Standard I: Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.
1.7k: listening skills for enjoying and appreciating spoken language;
1.3s: Provide direct and indirect instruction, including modeling and reading aloud, in "classroom" English (e.g., language structures and pronunciations commonly associated with written English) and support students' learning and use of classroom English through meaningful and purposeful oral language activities;
Standard II: Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language**.**
2.1k: the concept of phonological awareness, its relationship to the ability to read an alphabetic language, and the development of phonological awareness in students (a student who has phonological awareness hears distinct words, syllables, and sounds in language separate from print);
2.2k: the significance of phonological and phonemic awareness for reading and typical patterns in the development of phonological and phonemic awareness, and recognizes that individual variations occur (A student who has phonological awareness hears distinct words, syllables, and sounds in language separate from print. A student who has phonemic awareness can identify individual sounds in spoken words, blend together the separated sounds of spoken words to form words, and play with the sounds of spoken language by adding or taking away sounds from words.); and
2.3k: effective formal and informal assessments of phonological and phonemic awareness and be able to analyze results, and identifying appropriate instructional strategies for teaching phonological and phonemic awareness to individual student.
Standard VII: Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.
7.2k: How to model and teach literal comprehension skills (e.g., identifying stated main idea, details, sequence, and cause-and-effect relationships);

7.4k: Reading comprehension as an active process of constructing meaning;
7.6k: The role of visualization skills in reading comprehension;
7.8k: The use of metacognitive skills in reading comprehension;
7.10k: How to model and teach inferential comprehension skills (e.g., inferring main ideas, comparisons, unstated and stated cause-and-effect relationships; summarizing; making predictions; drawing conclusions; making generalizations);
7.11k: Know to model and teach evaluative comprehension skills (e.g., distinguishing between fact and opinion; detecting faulty reason reacting to a text's content, characters, and use of language);
7.13k: The importance of vocabulary development through wide reading and experiences, such as interpreting idioms, multiple-meaning words and
7.15k: Comprehension skills and strategies for understanding and interpreting different types of written materials, including narratives, expository texts, technical writing, and content-area textbooks;
7.17k: how to interpret and evaluate information presented in various formats (e.g., maps, tables, and graphs);
7.19k: A range of strategies that students can use to facilitate comprehension before, during, and after reading (e.g., previewing, making predictions, questioning, self-monitoring, rereading, mapping, using reading journals, and discussing texts);
7.21k: literary response and analysis and ways to promote students' development of literary response and analysis;
7.23k: The reading comprehension needs of students with different needs (e.g., English Language Learners and students with disabilities) a how to provide instruction for those students; and
7.2s: Use a variety of instructional strategies to enhance students' listening and reading comprehension, including helping students link the content of texts to students' lives and connect related ideas across different texts;
7.4s: Model strategies for improving reading comprehension such as previewing texts, self-monitoring, and retelling;
7.6s: Guide students to generate questions and apply research about topics introduced in reading selections, both fiction and nonfiction;
7.8s: Use instructional strategies that help increase students' reading vocabulary;
7.10s: Provide instruction in how to use graphics (e.g., tables, charts, and signs) and other informational texts and technologies (e.g., the Internet) to acquire information;
7.12s: Teach elements of literary analysis, such as story elements and features of different literary genres;
7.14s: Provide frequent opportunities for students to engage in silent reading at school and encourage opportunities for silent reading at home through the development and maintenance of classroom libraries and home libraries;

Mathematics:
Standard VII: (Mathematical Learning and Instruction): The mathematics teacher understands how children learn and develop mathematical skills, procedures, and concepts, knows typical errors students make, and uses this knowledge to plan, organize, and implement instruction; to meet curriculum goals; and to teach all students to understand and use mathematics.
The beginning teacher:
7.3k: techniques, and procedures for helping students understand mathematics
7.7k: how learning may be assisted through the use of mathematics manipulatives, drawings, and technological tools;
7.8k: how individual and group instruction can promote learning and create a learning environment that actively engages students in learning and encourages self-motivation;
7.9k: a variety of instructional methods, tools, and tasks that promote students' confidence, curiosity, and inventiveness while using mathematics described in the TEKS;
7.10k: planning strategies for developing mathematical instruction as a discipline of interconnected concepts and procedures;
7.11k:procedures for selecting, developing, and implementing worthwhile mathematical tasks that meet the diverse needs of the student population and require students to reason, make connections, solve problems, and communicate mathematically;
7.15k: procedures for creating a variety of mathematical exploratory activities;
7.16k: how to relate mathematics to students' lives and daily living;
7.17k: strategies that students with diverse strengths and needs can use to determine word meaning in content-related texts;
7.18k: strategies that students with diverse strengths and needs can use to develop content-area vocabulary.

Social Studies
Standard III: The social studies teacher uses knowledge and skills of social studies, as defined by the Texas Essential Knowledge and Skills (TEKS), to plan and implement effective curriculum, instruction, assessment, and evaluation.
The beginning teacher:
3.3k:the specific state content and performance standards that comprise all areas of social studies (i.e., history; geography; economics; government; citizenship; culture; science, technology, and society), as defined by the Texas Essential Knowledge and Skills (TEKS);
3.4k:strategies that students with diverse strengths, needs, and backgrounds can use to determine word meaning in content-related texts;
3.5k:strategies that students with diverse strengths, needs, and backgrounds can use to develop content-area vocabulary;
3.6k:strategies that students with diverse strengths, needs, and backgrounds can use to facilitate comprehension before, during, and after reading content-related texts;

3.7k:how to use assessment to help determine when a student needs additional help or intervention to bring the student's performance to grade level; and
3.8k:the appropriate use of electronic technology as a tool for learning and communicating social studies concepts.

Science

Standard VII. The science teacher understands how science affects the daily lives of students and how science interacts with and influences personal and societal decisions.

The beginning teachers:

7.4k: types and uses of natural resources and the effects of human consumption on the renewal and depletion of resources;
7.5k: the properties of natural ecosystems and how natural and human processes can influence changes in environments;
7.6k: the principles of risk and benefit analysis and how it is used in the process of personal and societal decision making; and
7.7k: the role science can play in helping resolve personal, societal, and global challenges.

Fine Arts

Standard I: The art teacher understands how ideas for creating art are developed and organized from the perception of self, others, and natural and human-made environments**.**

The beginning teachers:

1.1k: how perception is developed through observation, prior knowledge, beliefs, cognitive processes, and multi-sensory experiences;
1.2k: how experience, imagination, and perception of natural and human-made environments are used as sources for artistic creation;
1.3k: the meaning of and terminology for the elements of art (i.e., color, texture, shape, form, line, space, value) and the relationships among elements of art;
1.4k: the meaning of and terminology for the principles of art (i.e., emphasis, contrast, pattern, rhythm, balance, proportion, unity) and the relationships among principles of art;
1.5k: how the use of the senses helps gather information from the environment; and
1.6k: how critical thinking and creative problem solving are applied in perceiving artworks.
1.1s: Assist students in learning to deepen and expand their ability to perceive and reflect on the environment;
1.2s: Use the terminology for art elements and principles in exploring artistic perception;
1.3s: Analyze art elements and principles and their relationships to each other and within the environment, using appropriate vocabulary;
1.4s: Construct art lessons that foster creative thinking and problem solving;
1.5s: Demonstrate and encourage observation and reflection on life experiences for use in the creation of art;

1.6s: Plan lessons that help students use art to explore, express, and reflect upon their perceptions;
1.7s: Identify visual symbols in artworks, the environment, and life experiences;
1.8s: Analyze and compare visual characteristics of natural and human-made subjects;
1.9s: Demonstrate how the elements and principles of art are used to convey perceptions in the art of different cultures; and
1.10s: Develop ideas from direct observation, imagination, and personal experience.
Standard II: The art teacher understands the skills and techniques needed for personal and creative expression through the creation of original works of art in a wide variety of media, and helps students develop those skills and techniques.
2.1k: the characteristics of various two- and three-dimensional forms of art
2.2k: the qualities and uses of the various media used to produce artworks;
2.3k: how the elements and principles of art are used in the creation of works of art in various media;
2.4k: the techniques used to produce quality artworks in various media, including drawing, painting, printmaking, construction, ceramics, fiberart, and electronic media;
2.5k: ways in which ideas (e.g., personal, social, political) are expressed through works of art in various media;
2.6k: the difference between "copy art" and original art;
2.7k: how to use experience, observation, memory, and imagination as sources for ideas for works of art in various media; and
2.8k: the principles of composition and design as applied to works of art in various media.
2.1s: Demonstrate and instruct students in techniques used to create various forms of art, including drawing, painting, printmaking, construction, ceramics, fiber-art, and electronic media;
2.2s: Demonstrate the application of art elements and principles in composing art in various media;
2.3s: Develop students' ability to explain how they are creating works of art in various media for personal expression;
2.4s: Help students use various resources in ways that are relevant to students' ideas, experiences, knowledge, and feelings;
2.5s: Articulate and demonstrate the difference between "copy art" and original works of art;
2.6s: Demonstrate critical and creative thinking as applied to the creation of works of art in various media;
2.7s: Demonstrate the safe and appropriate use of art materials/equipment;
2.8s: Describe, model, and provide examples of the range of expression available through various art media; and
2.9s: Describe, model, and provide examples of design in creating objects for everyday life.

Standard III: The art teacher understands and promotes students' appreciation of art histories and diverse cultures.
3.1k: the characteristics of a variety of art forms of multiple cultures within and outside the Western tradition;
3.2k: the characteristics of art of various historical periods;
3.3k: why cultures create and use art;
3.4k: the various roles of art (e.g., storytelling, documentation, personal expression, decoration, utilitarian, inspiration, social change) in different cultures;
3.5k: careers in the arts;
3.6k: how different cultures use art elements and principles to create art and convey meaning in different ways;
3.7k: trends and movements in art; and
3.8k: the value of art to the individual and to society.
3.1s: Describe, compare, and contrast art of different periods and cultures;
3.2s: Compare and contrast the reasons why different cultures create and use art;
3.3s: Describe the main idea in works of art from various periods and cultures;
3.4s: Describe the role of art in everyday life;
3.5s: Describe the role of art in storytelling and documenting history;
3.6s: demonstrate how ideas have been expressed using different media in different cultures and at different times;
3.7s: Describe the role of art in different careers;
3.8s: Analyze the cultural contexts of artworks and ways in which history, traditions, and societal issues are reflected in artworks from the United States and other societies; and
3.9s: Identify vocational and avocational opportunities in art and the use of art skills in various jobs.
Standard IV: The art teacher understands and conveys the skills necessary for analyzing, interpreting, and evaluating works of art and is able to help students make informed judgments about personal artworks and those of others.
4.1k: the skills and knowledge needed to develop visual literacy (e.g., knowledge of art elements and principles, art of different eras and cultures, and diverse purposes and uses of art);
4.2k: criteria that are used to evaluate student works of art;
4.3k: how cultural context applies in the interpretation and evaluation of a work of art; and
4.4k: multiple models for critiquing one's own artworks and those of others.
4.1s: Assist students in developing the age-appropriate skills necessary for appreciation of art;
4.2s: Assist students in identifying and describing their criteria for understanding the meaning or main idea in artworks;
4.3s: Assist students in developing the skills necessary to evaluate and make informed judgments about their own and others' artworks; and

4.4s: Provide students with various models that may be used to develop a portfolio of their work.
Standard V: The art teacher understands how children develop cognitively and artistically, and knows how to implement effective, age-appropriate art instruction and assessment
5.2k: how to plan, implement, and evaluate instruction in art;
5.3k: strategies for teaching art to children with diverse needs; and
5.4k: management and instructional strategies for the efficient and safe utilization of art materials, equipment, and facilities.
5.1s: Evaluate and assess curricula and instruction in art;
5.2s: Assess the skills and abilities of individual students in using the techniques of art and plan instruction accordingly; and
5.3s: Develop and use instructional strategies to address the strengths and needs of each child, including children with special needs.

Music

Standard VII: The music teacher understands how to plan and implement effective music instruction and provides students with learning experiences that enhance their musical knowledge, skills, and appreciation.
7.1k: content and performance standards for music that comprise the Texas Essential Knowledge and Skills (TEKS) and the significance of the TEKS in developing a music curriculum*;
7.2k: appropriate sequencing of music instruction and how to deliver developmentally appropriate music instruction*;
7.3k: a variety of methods for developing an appropriate and effective curriculum and lesson plans for the music class*;
7.4k: learning theory as it applies to music education*;
7.5k: the importance of helping students develop music skills that are relevant to their own lives*;
7.6k: the importance of providing each student with a level of musical self-sufficiency to encourage lifelong enjoyment of music*;
7.7k: strategies and benefits of promoting students' critical-thinking and problem-solving skills in relation to music*;
7.8k: procedures and criteria for selecting an appropriate repertoire for the music class*;
7.9k: various materials and resources available for use in music education*;
7.10k: how to use technology as a tool in the music class*;
7.11k: the value of and techniques for integrating music instruction with instruction in other subject areas*;
7.12k: proper health techniques for use during rehearsals and performances*; and
7.13k: appropriate literature to enhance technical skills and provide musical challenges*.
7.1s: Use the TEKS to develop appropriate instructional goals and objectives for student learning and performance, and provide students with multiple opportunities to develop music skills specified in the TEKS*;

7.2s: Provide students with developmentally appropriate music instruction that is sequenced and delivered in ways that encourage active engagement in learning and make instructional content meaningful*;
7.3s: Adapt instructional methods to provide appropriate learning experiences for students with varied needs, learning modalities, and levels of development and musical experience*;
7.4s: Provide instruction that promotes students' understanding and application of fundamental principles of music*;
7.5s: Provide each student with varied opportunities to make music using instruments and voice, to respond to a wide range of musical styles and genres, and to evaluate music of various types*;
7.6s: Use varied materials, resources, and technology to promote students' creativity, learning, and performance*;
7.7s: Teach students to apply skills for forming and communicating critical judgments about music and musical performance using appropriate terminology*;
7.8s: Provide each student with frequent opportunities to use critical-thinking and problem-solving skills in analyzing, creating, and responding to music*;
7.9s: Provide each student with opportunities to contribute to the music class by drawing from their personal experiences*;
7.10s: Teach students concert etiquette*;
7.11s: Help students develop an understanding and appreciation of various cultures through instruction related to music history and discussion of current events related to music*;
7.12s: Incorporate a diverse musical repertoire into instruction, including music from both Western and non-Western traditions*;
7.13s: Integrate music instruction with other subject areas*;
7.14s: Promote music as an integral element in students' lives, whether as a vocation or as an avocation*;
7.15s: Encourage students to pursue musical knowledge independently*; and
7.16s: Teach students proper health techniques for use during rehearsals and performances*.
Standard VIII: The music teacher understands and applies appropriate management and discipline strategies for the music class.
8.1k: techniques for effectively and efficiently managing varied resources for the music education program.
8.1s: Manage time, instructional resources, and physical space effectively for the music
Standard IX: The music teacher understands student assessment and uses assessment results to design instruction and promote student progress.
9.1k: the skills needed to form critical judgments about music*;
9.2k: techniques and criteria for ongoing assessment of students' musical knowledge and skills*; and
9.3k: the constructive use of criticism when evaluating musical skills or performances*.

9.1s: Use multiple forms of assessment and knowledge of the TEKS to help determine students' progress in developing music skills and understanding*;
9.2s: Use ongoing assessment results to help develop instructional plans*;
9.3s: Use standard terminology in communicating about students' musical skills
9.4s: Offer meaningful prescriptions to correct problems or errors in musical performances*.performances*; and
Standard X: The music teacher understands professional responsibilities and interactions relevant to music instruction and the school music program.
10.1k: legal and ethical issues related to the use or performance of music in an educational setting*;
10.2k: strategies for maintaining effective communication with other music educators*;
10.3k: strategies for communicating with students and others in the school and community about the music program*;
10.4k: the value of continuing professional education for the music educator*; and
10.5k: types of professional development opportunities that are available to music educators*.
10.1s: Comply with copyright laws to make appropriate and ethical decisions about the use of music in an educational setting*;
10.2s: Comply with federal, state, and local policies and regulations concerning the use or performance of music*;
10.3s: Establish and maintain effective communication with other music educators; and
10.4s: Maintain ongoing communication with students, parents/caregivers, school personnel, and the community about the music program and its benefits*.

Health
Standard III. The health teacher plans and implements effective school health instruction and integrates health instruction with other content areas. The beginning teachers:
3.4k: a variety of strategies to facilitate implementation and integration of school health education curriculum;
3.5k: how to incorporate appropriate resources and materials in school health instruction;
3.6k: strategies that students with diverse strengths and needs can use to determine word meaning in content-related texts;
3.7k: strategies that students with diverse strengths and needs can use to develop content-area vocabulary;
3.8k: strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts.

Physical Education
Standard I. The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills. The beginning teacher:
1.3k: movement concepts (e.g., space, direction, level) and principles (e.g., absorption of force);
1.4k: activities that promote development of locomotor, nonlocomotor, body control, manipulative, and rhythmic skills;
1.5k: the appropriate sequencing of motor skills acquisition based on characteristics of learners;
1.6k: how physical developmental changes influence motor skill acquisition and performance;
1.7k:key elements in combinations of locomotor skills, demonstrations of agility and balance, dance steps and sequences, and movement sequences that combine traveling, rolling, balancing, weight transfer, and smooth flowing sequences;
1.8k: key elements of mature movement patterns (e.g., throw, jump, catch) and various manipulative skills (e.g., volley, dribble, punt, strike); and
1.9k: a variety of strategies and tactics designed to improve students' performance, teamwork, and skill combinations in games and sports

Theatre:
Standard I. The theatre teacher knows how to plan and implement effective theatre instruction and assessment and provide students with learning experiences that enhance their knowledge, skills, and appreciation in theatre.
1.1k: Content and performance standards for theatre that comprise the Texas Essential Knowledge and Skills (TEKS) and the significance of the TEKS in developing a theatre curriculum;
1.2k: Skills and concepts appropriate for theatre education at different grade levels;
1.3k: Students' intellectual, social, emotional, and physical development and the significance of developmental factors for theatre education in grades EC-12;
1.4k: How to plan, implement, and evaluate theatre instruction;
1.5k: Teaching methods that integrate theatre instruction with other art forms and other subject areas for students at different grade levels;
1.6k: Strategies for teaching theatre effectively to students with diverse backgrounds and needs;
1.7k: Methods and purposes of various kinds of assessment in theatre;
1.8k: The skills needed to form critical judgments about students' theatrical performances and the constructive use of feedback when evaluating students' theatre-related skills and performances;
1.9k: Procedures for effectively managing and organizing theatre classes;
1.10k: Career and avocational opportunities in theatre and dramatic media, and skills and preparation required for these vocations and avocations;

1.11k: Professional development resources and strategies for the theatre educator; and
1.12k: Additional theatrical resources, opportunities, and experiences for students.
1.1s: Create a safe and supportive environment that encourages student learning, motivation, collaboration, and positive forms of risk taking;
1.2s: Identify and use developmentally appropriate instructional strategies to promote students' development of theatre concepts, knowledge, and skills; enhance critical and creative thinking in theatre contexts; and foster appreciation of the arts;
1.3s: Organize, sequence, and self-assess lessons in ways that promote effective student learning in theatre;
1.4s: Develop and use instructional strategies that encourage active learning and are responsive to the strengths and needs of all students, including students with diverse backgrounds and needs;
1.5s: Guide students with various skills and interests to explore avenues of self-discovery and self-expression through performance, dramatic play, design, play writing, technical production, and other aspects of theatre;
1.6s: Analyze the benefits and relevance of theatre experiences for students' academic and personal development (e.g., exploring content-area topics experientially, facilitating creative problem solving, promoting self-knowledge, enhancing understanding of interpersonal relationships, improving self-confidence through performance);
1.7s: Foster student learning and creativity by offering opportunities to engage in developmentally appropriate forms of drama, including forms that are process-centered (e.g., creative drama) and production-centered (e.g., scenes, plays, musicals);
1.8s: Integrate instructional and communication technologies to enhance teaching and learning in theatre;
1.9s: Use multiple forms of assessment and knowledge of the TEKS to evaluate and monitor student progress and to plan instruction in theatre;
1.10s: Develop and apply appropriate evaluation standards based on students' abilities and experience, offer appropriate feedback to enhance student performance, and teach students to critique their own and others' performances;
1.11s: Manage time, instructional resources, and physical space effectively for theater classes;
1.12s: Analyze the training, skills, self-discipline, and artistic discipline needed to pursue career and avocational opportunities in theatre and dramatic media;
1.13s: Apply strategies for integrating awareness of careers and avocational opportunities; and
1.14s: Analyze the uses and benefits of various professional resources and strategies.
Standard II: The theatre teacher understands and applies skills for creating, utilizing, and/or performing dramatic material.

2.1k: Sources of ideas for improvisations and dramatic play (e.g., literature, history, current events, imagination, personal stories, folklore);
2.2k: Basic principles of playwriting and dramatic structure;
2.3k: Methods for communicating ideas, feelings, and experiences through improvisation, pantomime, dramatic play, story dramatization, storytelling, role playing, and playwriting;
2.4k: Basic principles, forms, and methods of process-centered drama (e.g., theatre-in-education, creative drama);
2.5k: The use of improvisation and theatre games as preparatory techniques for performance, including improvisation activities and theatre games appropriate for developing various performance skills and techniques;
2.6k: Elements related to an actor's analysis of a text, including identification of movement, beats, subtext, actions, objectives, and key words and phrases;
2.7k: Methods for developing an actor's focus, sensory perception, and characterization skills, including activities directed at sensory awareness and sensory and emotional recall;
2.8k: Various classical and contemporary acting techniques, methods, and styles, including emergent performance practices;
2.9k: Vocal techniques used in acting, including warm-ups to prepare the voice, elements of sound production (e.g., diction, phrasing, pitch, breath control, projection), vocal safety and injury avoidance procedures, dialect work, and ways to use voice and speech (e.g., pitch, tempo, tone, timing, pacing) to communicate feelings and ideas and to develop characterization;
2.10k: Physical techniques used in acting, including warm-ups to prepare the body, relaxation techniques, centering, isolation of body parts, psychological gesture, neutral and character masks, and techniques for using body position and gesture to communicate meaning and develop characterization;
2.11k: Methods for interacting effectively with others in role playing, improvisation, rehearsal, and performance;
2.12k: The use of critical-thinking skills in creating, utilizing, and/or performing dramatic material; and
2.13k: Safety practices relevant to creative expression and performance, including practices related to emotional well-being and the safe use of the voice and body.
2.1s: Create a safe and supportive environment that encourages student learning, motivation, collaboration, and positive forms of risk-taking;
2.2s:Apply skills for improvising, writing, and refining monologues and scenes that effectively communicate character, plot, setting, theme, and mood;
2.3s: Apply skills for formatting a script (e.g., identifying stage directions, characters, acts, and scenes; spacing);
2.4s: Use improvisation to generate ideas for stories, movements, characters and character relationships; and divide scripts into their component parts;
2.5s: Analyze scripts to determine the physical, intellectual, psychological, cultural, political, and social dimensions of characters and character relationships, and divide scripts into their component parts;

2.6s: Apply and teach students to apply methods for strengthening focus, sensory perception, and characterization;
2.7s: Apply and teach students to apply skills for using the voice and body expressively to perform scripts in a variety of time periods and styles;
2.8s: Apply and teach students to apply skills for creating roles, developing character relationships, and reflecting on human experiences in improvised and scripted scenes;
2.9s: Apply knowledge of techniques for engaging in ensemble work and collaborative processes;
2.10s: Provide students with developmentally appropriate opportunities to use movement and dialogue to portray characters and themes drawn from personal experience, heritage, literature, current events, and history; to dramatize literary selections; and to create and improvise stories that include a beginning, a middle, and an end;
2.11s: Provide students with developmentally appropriate opportunities to apply critical-thinking skills as they create and perform dramatic material; and
2.12s: Select appropriate materials and strategies for demonstrating students' knowledge and skills.
Standard III: The theatre teacher understands and applies skills for producing and directing theatrical productions.
3.1k: The director's role as a leader, communicator, unifying force, problem solver.
3.2k: The director's relationship and responsibility to the script, actors, designers, production factors (e.g., performance space, number of participants); stage manager, and audience.
3.3k: Principles and techniques for directing theatrical productions, including selecting researching, analyzing, and interpreting a script, creating and communicating a unified vision that results in a clear production concept, motivating and guiding company members through rehearsal and performance, using communication, collaboration, trust, consensus building and creativity.
3.4k: Considerations and procedures for casting, including types and methods of auditions.
3.5k: Elements involved in staging theatrical performances (e.g., ground plan, stage movement, blocking, focus, levels, balance).
3.6k: Procedures for scheduling, budgeting, planning, promoting, and managing theatrical performances; and
3.7k: Legal issues (e.g., royalties, copyrights, liability, contracts) related to theatrical productions.
3.1s: Identify and analyze elements involved in directing and producing student theatrical productions, including selecting works that reflect an understanding of student development, cultural diversity, audience characteristics, and production factors (e.g., performance space, number of participants); coordinating an efficient rehearsal schedule; obtaining performance rights;

3.2s: Evaluate and compare various methods of holding auditions (e.g., prepared monologues, cold readings, improvisation) and casting (e.g., casting according to learning objectives, nontraditional casting);
3.3s: Apply methods for analyzing a script to determine a message for the work and how its component parts help communicate that message to an audience;
3.4s: Analyze factors in developing a groundplan, stage movement, and blocking and select composition techniques appropriate for various needs and goals;
3.5s: Apply methods for guiding actors in creating roles and developing character relationships;
3.6s: Apply skills and techniques for creating a safe and positive working environment that encourages and promotes collaboration, trust, consensus building, and creativity among all members of the production team;
3.7s: Provide students with developmentally appropriate opportunities to learn and apply skills and concepts for directing, scheduling, budgeting, planning, promoting, and managing theatrical productions, including demonstrating responsibility, creative problem solving, critical thinking, and artistic discipline in a variety of contexts; and
3.8s: Use Knowledge of student characteristics (e.g., prior experiences, developmental level, interests) to select appropriate materials and strategies for promoting student learning and skills acquisition related to producing and directing theatrical productions.
Standard IV: The theatre teacher understands and applies knowledge of design and technical theatre**.**
4.1k: Design principles and elements relevant to theatrical productions, the functions of design in theatrical productions, and design styles and their characteristics;
4.2k: Basic lighting and sound technology, equipment, and safety practices;
4.3k: Principles, elements, and techniques of lighting and sound design for a theatrical production;
4.4k: Technical aspects of set and property construction (e.g., unit set, flats, drops, platforms, painting), including power tools and safety practices;
4.5k: Basic functions of costumes in theatrical production;
4.6k: Historical, regional, and cultural styles of dress;
4.7k: Construction techniques, materials, and safety practices for creating costumes, and other methods of obtaining costumes;
4.8k: The characteristics and functions of different types of makeup and makeup materials, techniques for applying makeup to suggest character and communicate the concept of the production, and safety and removal procedures for makeup;
4.9k: Different types of performance spaces (e.g., proscenium stage, studio/black box, thrust stage, classroom, arena, found space) and their characteristics;
4.10k: Backstage procedures (e.g., setting and striking techniques, unit set preparation, curtain and fly rail operation, set and lighting crew preparation, backstage etiquette and safety);

4.11k: Roles and responsibilities of individuals involved in technical theatre (e.g., stage manager, production manager, technical director, production crew); and
4.12k: Safety practices and procedures relevant to technical theatre, including practices related to emotional and physical well-being.
4.1s: Analyze dramatic texts, including themes, settings, times, literary styles, genres, and characters, to determine technical requirements;
4.2s: Analyze ways in which the characteristics of a performance space can influence production decisions;
4.3s: Analyze the interrelatedness of lighting, costumes, makeup, sound, properties, scenery, acting, and direction in a unified theatrical production;
4.4s: Evaluate the effectiveness of lighting, sound, scenery, properties, costumes, and makeup choices in communicating the concept of production;
4.5s: Select lighting, sound, scenery, properties, costumes, and makeup to help create a particular theatrical environment;
4.6s: Apply knowledge of design principles and elements as they relate to set and property design, costumes, lighting, sound, and makeup;
4.7s: Analyze and safely apply basic techniques of theatrical lighting and sound production (e.g., skills for using color medium (gels), designing and reading a light plot and instrument schedule, selecting and designing sound effects and background music);
4.8s: Analyze and safely apply basic techniques of scenery and property construction, (e.g., manufacturing flats, constructing a unit set, painting scenery, operating tools and machinery);
4.9s: Analyze and safely apply basic principles and techniques of costume construction and makeup application (e.g., cutting, dyeing, sewing, care and maintenance of costumes; character makeup and simple prosthetics);
4.10s: Promote students' ability to identify and use technical elements (e.g., properties, costumes, scenery, lighting, sound) to define and support character, environment, mood, action, and theme and to alter space to create suitable environments for dramatic play and performance;
4.11s: Provide students with developmentally appropriate opportunities to learn and apply skills and concepts for technical theatre, including demonstrating responsibility, creative problem solving, critical thinking, and artistic discipline in a variety of contexts; and
4.12s: Assemble a production crew and teach them proper etiquette, safety, and backstage techniques.
Standard V: The theatre teacher understands and applies knowledge of theatre from different cultures and historical periods.
5.1k: Characteristics and techniques associated with theatre from different historical periods and cultural traditions;
5.2k: Historical and cultural developments in theatrical styles and genres;
5.3k: Major theatrical figures from a variety of historical periods and cultural traditions;
5.4k:Major plays from a variety of historical periods and cultural traditions; and

5.5k: Theatre heritage as it is preserved in dramatic text, traditions, and conventions.
5.1s: Analyze and evaluate influences on theatre in different times, places, and cultures;
5.2s: Analyze ways in which specific dramatic texts and contemporary theatre conventions reflect theatre heritage;
5.3s: Analyze the development of dramatic forms, production practices, and theatrical traditions across cultures and historical periods;
5.4s: Analyze the lives, works, and influences of major theatrical figures in various cultures and historical periods;
5.5s: Analyze and compare aesthetic philosophies and the treatment of characters, situations, and themes in dramatic works from various cultures and historical periods;
5.6s: Analyze ways in which cultural diversity and other aspects of U.S. society have influenced contemporary American theatre;
5.7s: Analyze the role and influence of live theatre and dramatic media in U.S. society (e.g., prompting examination of ideas and values, enhancing multicultural and gender awareness, promoting self-awareness) and the emotional and social effects of theatre on individuals, communities, and cultures; and
5.8s: Use a variety of developmentally appropriate instructional approaches, activities, and resources (e.g., films, Web sites) to promote students' ability to appreciate, understand, and critically analyze theatre from different times, places, and cultures.
Standard VI: The theatre teacher understands and applies skills for responding to, analyzing, and evaluating theatre and understands the interrelationship between theatre and other disciplines.
6.1k: Concepts of evaluation for theatrical presentations;
6.2k: Vocabulary of dramatic criticism and dramaturgy, including basic vocabulary related to theatrical conventions (e.g., fourth wall, catharsis, alienation effect);
6.3k: Techniques and procedures used in criticism of theatre and dramatic media (e.g., film, video, television, radio, electronic media), including ethical considerations;
6.4k: Resources available for research regarding theatrical productions (e.g., published scripted materials, electronic resources, current technologies, theatre professionals;
6.5k: Relationship of theatre to other art forms and other disciplines; and
6.6k: Appropriate audience behavior, etiquette, and safety at various types of theatrical performances.

ELAR Test Framework (Core Subjects EC-6 Test 391)
English Language Arts and Reading (901)
Competency 001—(Oral Language): The teacher understands the importance of oral language, knows the developmental processes of oral language, and

provides students with varied opportunities to develop listening and speaking skills.
B. Plans and implements systematic oral language instruction based on informal and formal assessment of all students, including English learners; fosters oral language development; and addresses students ‘individual needs, strengths, and interests in grades 4–6.
C. Designs a variety of one-on-one and group activities (e.g., having discussions, questioning, sharing information) to build on students' current oral language skills.
D. Selects and uses instructional materials and strategies for students in grades 4–6 that respond to students' individual needs, strengths, and interests; reflect cultural diversity; and build on students ‘cultural, linguistic, and home backgrounds to enhance their oral language development.
G. Selects and uses instructional strategies, materials, activities, and models to teach students listening skills for various purposes (e.g., critical listening to evaluate a speaker's message, listening to enjoy and appreciate spoken language) and provides students with opportunities to engage in active, purposeful listening in a variety of contexts.
H. Selects and uses instructional strategies, materials, activities, and models to teach students in grades 4–6 to evaluate the content and effectiveness of their own spoken messages and the messages of others.
Competency 010—(Assessment of Developing Literacy): The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.
A .Knows how to select and administer formative and summative assessments to students in grades 4–6and use results to measure literacy skills (e.g., word analysis and word identification skills, fluency, comprehension, writing conventions, written communications, visual images, inquiry skills) and address individual students' needs identified in informal and formal assessments.
B. Knows the characteristics of informal and formal reading comprehension assessments (e.g., criterion-referenced state tests, curriculum-based reading assessments, informal reading inventories, norm-referenced tests).
C. Analyzes students' reading and writing performance and uses the information as a basis for instruction in grades 4–6.
Knows the state content and performance standards for reading, writing, listening, and speaking that constitute the Texas Essential Knowledge and Skills (TEKS) and recognizes when a student needs additional help or intervention to bring the student's performance up to grade level for students in grades4–6.
Knows how to determine students' independent, instructional, and frustration reading levels and uses the information to select appropriate materials for individual students and to guide students' selection ofindependent reading materials in grades 4–6.
F. Uses ongoing assessments to determine when a student may be in need of classroom intervention or specialized reading instruction and to develop appropriate instructional plans for students in grades 4–6.

K. Uses ongoing assessments of writing conventions to determine when students need additional help or intervention to bring students' performance to grade level based on state content and performance standards for writing in the Texas Essential Knowledge and Skills (TEKS) for grades 4–6.

Mathematics (902)

Competency 001—(Mathematics Instruction): The teacher understands how students learn mathematical skills and uses that knowledge to plan, organize and implement instruction and assess learning.

A .Plans appropriate instructional activities for all students by applying research-based theories and principles of learning mathematics.

B. Employs instructional strategies that build on the linguistic, cultural and socioeconomic diversity of students and that relate to students' lives and communities.

C. Plans and provides developmentally appropriate instruction that establishes transitions between concrete, symbolic and abstract representations of mathematical knowledge and that builds on students 'strengths and addresses their needs.

D. Understands how manipulatives and technological tools can be used appropriately to assist students in developing, comprehending and applying mathematical concepts.

E. Creates a learning environment that motivates all students and actively engages them in the learning process by using a variety of interesting, challenging and worthwhile mathematical tasks in individual, small-group and large-group settings.

F. Uses a variety of tools (e.g., counters, standard and nonstandard units of measure, rulers, protractors, scales, stopwatches, measuring containers, money, calculators, software) to strengthen students 'mathematical understanding.

G. Implements a variety of instructional methods and tasks that promote students' ability to do them mathematics described in the Texas Essential Knowledge and Skills (TEKS).

H. Develops clear learning goals to plan, deliver, assess and reevaluate instruction based on the mathematics in the Texas Essential Knowledge and Skills (TEKS).

I. Helps students make connections between mathematics and the real world, as well as between mathematics and other disciplines such as art, music, science, social science and business.

Social Studies (903)

Competency 001—(Social Science Instruction): The teacher understands and applies social science knowledge and skills to plan, organize and implement instruction and assess learning.

A .Understands the social studies content and performance standards that constitute the Texas Essential Knowledge and Skills (TEKS).

B. Understands the vertical alignment of the social sciences in the Texas Essential Knowledge and Skills(TEKS) from grade level to grade level, including prerequisite knowledge and skills.

C. Understands and uses social studies terminology correctly.
Understands the implications of stages of student growth and development for designing and implementing effective learning experiences in the social sciences (e.g., knowledge of and respect for self, family and communities; sharing; following routines; working cooperatively in groups).
E. Selects and applies effective, developmentally appropriate instructional practices, activities, technologies and materials to promote students' knowledge and skills in the social sciences.
F. Selects and applies current technology as a tool for teaching and communicating social studies concepts.
G. Selects and uses effective instructional strategies, activities, technologies and materials to promote students' knowledge and skills in the social sciences.
H. Understands how to promote students' use of social science skills, vocabulary and research tools, including currently available technological tools.
I. Applies instruction that relates skills, concepts and ideas across different social science disciplines
J. Provides and facilitates instruction that helps students make connections between knowledge and methods in the social sciences and in other content areas.
K. Uses a variety of formal and informal assessments and knowledge of the Texas Essential Knowledge and Skills (TEKS) to determine students' progress and needs and to help plan instruction that addresses the strengths, needs and interests of all students, including English-language learners and students with special needs.

Science (904)

Competency 001—(Lab Processes, Equipment and Safety): The teacher understands how to manage learning activities, tools, materials, equipment and technologies to ensure the safety of all students.
D.Selects and safely uses appropriate tools, technologies, materials and equipment needed for instructional activities.
E. Understands concepts of precision, accuracy and error with regard to reading and recording numerical data from a scientific instrument.
F. Understands how to gather, organize, display and communicate data in a variety of ways (e.g., charts, tables, graphs, diagrams, written reports, oral presentations).
Competency 002—(History and Nature of Science): The teacher understands the history and nature of science, the process and role of scientific inquiry and the role of inquiry in science instruction.
A. Understands, plans, designs and implements instruction that provides opportunities for all students to engage in no experimental- and experimental-inquiry investigations.
B. Focuses inquiry-based instruction on questions and issues relevant to students and uses strategies to assist students with generating, refining and focusing scientific questions and hypotheses.

D. Knows how to guide students in making systematic observations and measurements and posing questions to guide investigations.
E. Knows how to promote the use of critical-thinking skills, logical reasoning and scientific problem solving to reach conclusions based on evidence.

Fine Arts, Health and Physical Education (905)

Competency 001—(Visual Arts): The teacher understands the concepts, processes and skills involved in the creation, appreciation and evaluation of art and uses that knowledge to plan and implement effective and engaging visual arts instruction.
A. Knows how to involve students in activities that promote enjoyment and understanding of visual arts by providing students with a wide range of opportunities to create and respond to visual arts so that they develop visual arts literacy.
B. Knows and understands how perception is developed through observation, prior knowledge, imaginative and cognitive processes and multisensory experiences.
C. Selects and uses instructional strategies, materials and activities to help students deepen and expand their ability to perceive and reflect on the environment.
Competency 002—(Music): The teacher understands the concepts, processes and skills involved in the creation, appreciation and evaluation of music and uses that knowledge to plan and implement effective and engaging music instruction.
A. Knows how to involve students in activities that promote enjoyment and understanding of music by providing students with a wide range of opportunities to make and respond to music so that they develop music literacy (e.g., concert attendance, authentic performance opportunities).
K .Applies knowledge of music content and curriculum based on the Texas Essential Knowledge and Skills(TEKS) and of students in early childhood through grade six to plan and implement effective, developmentally appropriate instruction, including instruction that promotes students' creativity and performance skills as well as students' ability to use critical-thinking and problem-solving skills in music contexts (e.g., sequential instruction, music composition, improvisation, concert etiquette).
Competency 003—(Health): The teacher uses knowledge of the concepts and purposes of health education to plan and implement effective and engaging health instruction.
A. Understands health-related behaviors, ways that personal health decisions and behaviors affect body systems and health and strategies for reducing health risks and enhancing wellness throughout the lifespan.
C. Knows and understands stages of human growth and development, including physical and emotional changes that occur during adolescence.
L. Selects and uses instructional strategies, materials and activities to help students build healthy interpersonal relationships (e.g., communication skills) and demonstrates consideration and respect for self, family, friends and others (e.g., practicing self-control).

P. Applies knowledge of health content and curriculum based on the Texas Essential Knowledge and Skills (TEKS) and of students in early childhood through grade six to plan and implement effective, developmentally appropriate health instruction, including relating the health education curriculum to other content areas.
Competency 004—(Physical Education): The teacher uses knowledge of the concepts, principles, skills and practices of physical education to plan and implement effective and engaging physical education instruction.
A. Applies key principles and concepts in physical education and physical activity (e.g., cardiovascular endurance, muscular strength, flexibility, weight control, conditioning, safety, stress management, nutrition) for the promotion of health and fitness.
D. Applies knowledge of movement principles and concepts to develop students' motor skills including understanding key elements of mature movement patterns (e.g., throwing, jumping, catching) and various manipulative skills (e.g., volley, dribble, punt, strike).
E. Selects and uses developmentally appropriate learning experiences that enhance students' locomotor, nonlocomotor, body control, manipulative and rhythmic skills.
G. Evaluates movement patterns to help students improve performance of motor skills and to integrate and refine their motor and rhythmic skills.
H. Understands a variety of strategies and tactics designed to improve students' performance, teamwork and skill combinations in games and sports.
I. Selects and uses instructional strategies to promote students' knowledge and application of rules, procedures, etiquette and fair play in developmentally appropriate games and activities.
J. Designs, manages and adapts physical education activities to promote positive interactions and active engagement by all students. 36
L. Applies knowledge of physical education content and curriculum based on the Texas Essential Knowledge and Skills (TEKS) and knowledge of students in early childhood through grade six to plan, implement and assess effective, developmentally appropriate physical education activities.
Competency 005—(Theatre): The teacher understands the concepts, processes and skills involved in the creation, appreciation and evaluation of theatre and uses that knowledge to plan and implement effective and engaging theatre instruction.
B. Knows how to involve students in activities that promote enjoyment and understanding of theatre arts by selecting and using instructional strategies, materials and activities to help students interpret creative expression and performance.
C. Demonstrates the knowledge of the elements of theatre (i.e., dramatic play, expressive movement, voice, characterization) and theatre occupations, provides instruction that promotes students' understanding of the elements and occupations, and helps them apply that understanding in creating theatrical productions.

H. Applies knowledge of theatre content and curriculum based on the Texas Essential Knowledge and Skills (TEKS) and knowledge of students in early childhood through grade six to plan and implement effective, developmentally appropriate theatre instruction.

Chapter 19, §235.101: Science of Teaching Reading Standards

(a)Science of Teaching Reading (STR) Standards. The STR standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching early reading. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. (2) Core Subjects with Science of Teaching Reading: Early Childhood-Grade 6;

(b) Knowledge of Reading Development Components. Classroom teachers identified in subsection (a) of this section demonstrate understanding of Kindergarten-Grade 6 Texas Essential Knowledge and Skills and the Texas Prekindergarten Guidelines pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment, and instructional practices to promote students' development of grade level. (1) oral language development; (5) reading fluency;(c) Reading Pedagogy. Classroom teachers identified in subsection (a) of this section demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including: (1) providing explicit, systematic instruction that is sequential and multimodal (e.g., sequential lessons, gradual release model, structured literacy); (2) implementing both formal and informal methods of measuring student progress in early reading development; (3) implementing, designing, and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices;

Test 293: Science of Teaching Reading

Domain 1- Reading Pedagogy

Competency 001 (Foundations of the Science of Teaching Reading): Understand foundational concepts, principles, and best practices related to the science of teaching reading.

B. Demonstrate knowledge of the Texas Prekindergarten Guidelines related to reading and the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading (ELAR) (Kindergarten through Grade 5).

P. Demonstrate knowledge of the critical role that families play in young children's reading development, strategies for promoting collaboration with families to support all students' development in reading, and ways to empower families to engage in at-home reading with their child and to facilitate their child's reading development in various areas (e.g., using new vocabulary, practicing decoding skills and oral reading fluency).

Texas Teacher Standard (TAC Chapter 149)

Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(2**) Standard 2--Knowledge of Students and Student Learning**. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

(i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.
(i) Teachers understand how learning occurs and how learners develop, construct
(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.
Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.
(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.
(i) Teachers organize curriculum to facilitate student understanding of the subject matter.
(ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.
(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.
Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.
(i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
(ii) Teachers maintain a strong culture of individual and group accountability for class expectations.
(iii) Teachers cultivate student ownership in developing classroom culture and norms.
(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.
(i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
and partnering with families in furthering their students' achievement goals.
(5**) Standard 5--Data-Driven Practice**. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure

student progress and adjust instructional strategies and content delivery as needed.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

(ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

Dispositions

The early childhood faculty expects students to demonstrate the performances essential for meeting the early childhood instructional needs of all students.

Early childhood education professionals are committed to using research-based instruction.

Early childhood education professionals assess learner needs to plan appropriate instruction.

Early childhood education professionals are aware that best assessments are conducted over time and compare the child’s past and present abilities.

Early childhood education professionals display positive dispositions related to early childhood.

Early childhood education professionals value students’ interests, reading abilities, and backgrounds as foundations for the early childhood program.

Early childhood education professional’s model related early childhood experiences enthusiastically as valued lifelong activities.

Early childhood education professionals help families find enjoyable ways to support learning begun at school.

Key Assessments

Thematic Unit; Exams; Case Study Analysis

Academic Honesty

Honesty is a fundamental precept in all academic activities, and those privileged to be members of a university community have a special obligation to observe the highest standards of honesty and a right to expect the same standards of all others. Academic misconduct in any form is inimical to the purposes and functions of the university and therefore is unacceptable and rigorously proscribed. Academic dishonesty may result in a failing grade for the semester and will be reported to the appropriate authorities within the College. This policy applies to the issue of plagiarism, in particular. It is critical that you cite your sources and give people the credit they deserve

Plagiarism Statement

Plagiarism is academic dishonesty. Plagiarism will be considered grounds for failing this course. You are required to use the APA citation and you are not allowed to directly quote the textbook or any other books without proper citation. Note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity and for educational purposes**.** (Student Handbook)
Disability Access: In accordance with the law, MSU provides academic accommodations for students with documented disabilities. Students with documented disabilities who believe they may need accommodation in this class are encouraged to notify the instructor and to contact the MSU Disability Support Services, Clark Student Center, Room 168, phone: 940 – 397 – 4140.

Campus Carry Policy

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: Campus Carry Rules and Policies

Attendance Policy

1. This course has a strict attendance policy. Professional teachers are dependable, reliable, and responsible. Therefore, you are expected to be on time and in attendance at *every* class. Tardiness, leaving early, and absences are considered evidence of lack of dependability and are taken seriously.

2. If you are absent, your grade will be reduced.

   1st Absence – No penalty. (Please use the first absence wisely such as family events, conferences, and social activities, etc.).
   2nd Absence – 50 points deducted from your final grade average
   3rd Absence – 100 points deducted from your final grade average
   More than 3 absences – additional 100 points deducted from your final grade average for each absence beyond the first 3.
   If you have an unexpected medical treatment, you must turn in a doctor's note at the time you return to class. It is your responsibility to provide the written documentation to the instructor to avoid the loss of points
3. Punctuality is also expected for all classes. Arriving 10 minutes late for the class is considered a tardy. Three tardies will result in a loss of 50 points from your final point total. Five tardies will lose 100 points in your final point total. When you arrive 20 minutes after class has started or leave before it ends you will be counted absent for that class period.
4. Do not use your laptop to do any assignments in the class. You are supposed to do your assignments after the class.
5. Make your cell phone vibrate during class time. No texting is allowed. Texting is very distracting in the class. Do not do it!!

Late Assignment Policy

No late work is acceptable. 50 points per day will be deducted for late assignments. Arrangements for exceptional cases must be made AT LEAST two days prior to the due date, but only one time per semester. Turn in your assignments with an electronic copy to D2L on the due day which is listed on the course calendar**.**

Inclement Weather Policy

In case of inclement weather, the instructor will post an announcement regarding the status of the class through email. Students are also encouraged to call the department if they have no immediate access to the Internet.

Assignments

1. Participation-100 Points

You are expected to come to class prepared and ready to actively participate in each class session: ask questions, answer questions, share your knowledge and experiences, and actively participate in whole class and small group discussions and activities. Read any assigned course materials, bring your texts and course materials to every class session, and take responsibility for your share of the discussion. Absence will affect your participation grade. Each absence will lose 10 points for participation.

2. Thematic Unit Project- 300 Points

(1) Thematic Unit Lesson Presentation: 100 points
Each group will be required to prepare a thematic unit appropriate for an early childhood classroom:
Each small group will be required to:

- select a theme, create unit goals/objectives
- create a curriculum planning web
- present lesson plan and accompanying learning center from the curriculum planning web to the class (one per group member)
- prepare **one** portfolio that contains the unit goals, curriculum planning web, lesson plans (one per group member), and learning centers (one per group member); portfolios should contain a table of contents and tab dividers for each section

Each group member will be required to:

- individually create **one** lesson plan and learning center from the curriculum planning web
- equally contribute to the preparation of **one** lesson and accompanying learning center from the curriculum planning web with their group members for the presentation including standards and TEKS.
- prepare a one-page reflection on how they contributed to the thematic unit
- equally contribute during the lesson presentation

(2) Thematic Unit Prop Box Presentation: 100 points
Each group will be required to prepare **one** prop box including materials related to your thematic unit. **Each group member** will be required to create an activity plan explaining how you will use the prop box in a lesson/activity. **Each group member** will share their prop box activity plan during the thematic unit presentations. Remember that the purpose of a prop box is to encourage **dramatic/imaginative** play. Please keep this in mind when preparing the prop box and activity plan.
(3). Thematic Unit Book Talk Presentation: 100 points
Each student will be required to give a 5 minute book talk on a book related to your thematic unit. The book talk will include a brief summary of the book along with a detailed explanation of how you would use the book in your classroom. This will be an oral presentation; however, a written one-page paper will accompany your presentation. A form of technology must be included.
A rubric for thematic unit lesson and presentation will be listed to D2L.

3. Case Study Analysis Project: 150 Points
You will review three comprehensive case studies across EC-3/EC-6 Curriculum. You need to write comprehensive teaching plans, strategies, and suggestions for the five cases. Plan teaching strategies and resources that will help the students

in each of the five cases to make progress and overcome reading challenges. The five case studies will be listed on D2L.

4. Exams: 300 points
There will be three scheduled exams for this course. The format for the exam will be multiple-choice and short answer.

5. Professional Development Activity: 150 Points
Choose one of the following activities to demonstrate your skills as an educator leader in a school. Descriptions of each activity are below. Please choose an activity that you have not already done as part of your present or an earlier job. (1) Design a staff development/training program for the paraprofessionals or parent/community/community volunteers at your school, or (2) Design an intervention program that you could work with teachers, and parents. (Activity descriptions: (1) Design a staff development/training program for the paraprofessionals or parent/community volunteers at your school that help with reading and writing learning. Define/describe the population you are targeting with the training program, the goals of the staff development/training, a schedule and activities that you will use, and how you will evaluate each participant's understanding and the effectiveness of the staff development/training, including a budget (2)Design an intervention program for one of the following populations: struggling readers, children on Reading Sufficiency Plans, Children on IEPS, children who are second language learners, children of poverty, children from non-traditional families or families in trouble. You may focus either on creating a whole school program or target just a few grade levels including the goals of the program, how it will be organized and staffed, what materials you would buy (with a budget), how students will be assessed for placement in and out of the program, what kind of instruction will occur, and how you will evaluate program effectiveness. A rubric for professional development activities will be listed to D2L

Course Grade - Final grade will be determined by the number of points earned through completion of the following assignments and your attendance. You are required to finish all of the assignments in order to receive a complete final grade. If you have any unfinished assignment, you will receive "incomplete" on your final grades till you completely finish all course required assignments. Meanwhile, you will lose 100 points on your final grade.

Grading Scale:
A= 1000- 900 Work that is outstanding and exemplary.
B= 899-800 Work that is above the minimum requirements.
C= 799-700 Work that meets expected level of performance for most students.
D= 699-700 Work that falls short of minimum criteria.
F= 599 below Work that falls well below the expected level of performance for most students

Course Schedule

Week	Activities	Due Date
Week 1 Jan.19	Course Overview	NA
Week 2 Jan.26	Chapter 1: Starting the Process Chapter 2: Observation and Assessment Assign Groups	NA
Week 3 Feb.2	Chapter 3: Creating Curriculum Chapter 4: The Learning Environment	NA
Week 4 Feb.9	Chapter 5: Science	NA
Week 5 Feb.16	Exam 1 Chapters 1-4	Exam 1 (Online)
Week 6 Feb.23	Chapter 6: Technology Chapter 7: Engineering and Construction	NA
Week 7 Mar.2	Chapter 8: Math	NA
Week 8 Mar.9	Exam 2: Chapters 5-8	Exam 2
Week 9 Mar.16	Spring Break	No Class
Week 10 Mar.23	Chapter 9: Language and Literacy	NA
Week 11 Mar.30	Chapter 10: Art	NA ** Professional Development Due
Week 12 Apr.6	Easter Holiday	No Class
Week 13 Apr.13	The instructor will attend the American Education Research Association (AERA) conference in Chicago	No Class Prepare the Final Exam or Thematic Unit
Week 14 Apr.20	Chapter 11: Music Chapter 12: Performing Arts: Dramatic Play and Social Studies	NA
Week 15 Apr.27	Chapter13: Fine Motor and Manipulative Studies Chapter 14: Large Motor and Outdoor Play	NA
Week 16 May 4	Thematic Unit Presentation	**Thematic Unit/Case Study Analysis Due
Week 17 May 9 (Tuesday)	Exam 3: Chapters 9-14 (5:45pm to 7:45PM)	Exam 3 (Online)

Appendix A: Standards/Competencies List

Course objectives or student learning outcomes	Standard or Competency	Assignment/ Module/ Course Activities/Assessment
Identify and create a developmentally appropriate learning environment that meets the needs of all young children	INTASC: Learner Development –understand how learne grow and develop, recognizing that patterns of learning development vary individually within and across the cognitive, linguistic, social, emotional, and physical area, and design and implements developmentally appropriate and challenging learning experiences. INTASC: Learning environment- work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and Self-motivation. TTS (TAC Chapter 149): (2) (C) (i)(ii) PPR EC-6 TAC 19 §235.21 (c)knowledge of student and student learning (5) (6) (d) learning environment (3)(4) (5) (6) NAEYC Standard 1: Child Development and Learning in Context STR Standard (c) Reading Pedagogy(1) (2) (3) STR test 293: Comp.1 (Foundation of the Science of Teaching Reading)	Thematic Unit Lessons Thematic Unit Lesson Presentation Exams Case Study analysis Course Reading Assessments
Identify and develop a curriculum for the total growth and development of young children, including: language arts, creative art, music and movement,	INTASC: Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. INTASC: Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. INTASC: Assessment - understand and use multiple methods of assessment to engage learners in their	Thematic Unit Lessons Course Reading Assessments

science and technology, mathematics, social studies, anti-bias curriculum and field trips, nutrition and health.	own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. INTASC: Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. INTASC: Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. PPR EC-6 TAC 19 §235.21 (b) Instructional planning and delivery (1-15) (c)knowledge of student and student learning (5) (6) (d) learning environment(2) (3)(4) (d) Content knowledge and expertise (1-8) (f) Data-driven practices: (3) NAEYC Standard 1 & 4: Promoting child development and learning &Teaching and Learning TTS (TAC Chapter 149): (1)(A) (i) (B) (i)(ii) (2) (A)(i) (ii) (iii) (B) (i) (C) (i) (iii) 3 (B)(i) (ii) 4 (A)(i) (ii)(5) (B) (ii) TAC 19 §235.101 STR (a) Science of Teaching Reading (STR) Standards (2) (b) Knowledge of Reading Development (c) Reading Pedagogy (1) (2) (3) STR test 293 Competency 001: Foundations of the Science of Teaching Reading EC-6 Core ELAR Subjects: (1) ELAR Standard 1: 1.7k, 1.3s, Standard II: 2.1k-2.3k, Standard VII: 7.2k, 7.4k,7.6k,7.8k-7.11k, 7.13k,7.15k, 7.17k, 7.9k, 7.23k, 7.2s, 7.4s, 7.6s,7.8s,7.10s, 7.12s, 7.14s (2) Mathematic: Standard VII (Mathematical Learning and Instruction).7.3k,7.7k,7.8k-7.11k, 7,15k-7.18k(3) Social Studies: Standard III (uses knowledge and skills of social studies, as defined by the Texas Essential Knowledge and Skills (TEKS), to plan and implement effective curriculum, instruction, assessment, and evaluation), 3.3k-3.6k(4) Science Standard VII (understands how sciences affects the daily lives of students and how sciences interacts with and influences personal and societal	Thematic Unit Lesson Presentation Exams Course Reading Assessments

	decisions).7.4k-7.7k;(5) Final Arts 1: 1.1k-1.10k;1.1s-1.10s, 2.1k-2.8k,2.1s-2.9s; 3.1k-3.8k; 4.1k-4.4k; 4.1s-4.4s; 5.2k-5.4k, 5.1s-5.3s(6) Music: 7.1k-7.11k,7.1s-7.16s; 8.1k, 8.1s; 9.1k-9.3k; 9.1s-9.3s (7) Heath Standard III. The health teacher plans and implements effective school health instruction and integrates health instruction with other content areas, 3.4k-3.8k; (8) Physical Education Standard I. Demonstrates competency in a variety of movement skills and helps students develop these skills, 1.3k-1.9k;(9) Theatre:1.1k-1.12k, 1.1s-1.14s; 2.1k-2.11k, 2.1s-2.12s; 3.1k-3.7k,3.1s-3.8s; 4.1k-4.11k, 4.1s-4.12s; 5.1k-5.5k,5.1s-5.8s; 6.1k-6.6k EC-Core Subjects Test 391 (1) ELAR Competency 001(Oral Language): B, C. D. G. H. Competency 10(Assessment of Developing Literacy): A. B. C.F.K; (2) Mathematics competency 001(Mathematic instruction: A-I; (3)Social Studies Competency 001(Social Science Instruction): A-K (4) Science Competency 001(Lab Processes, Equipment, and Safety): C-F, Competency 002 (History and Nature of Science): A, B, D, and E;(5) Final Arts, Health, and Physical Education Competency 001(Visual Arts):A-C, Competency 001 (Music): A.K; Competency 003(Heath): A, C, L. P; Competency 004 (Physical Education): A, D, E, G. H, J. L. C; (Theatre)competency 005: B, C, H,	Case Study Analysis
Plan and set up different types of learning centers (e.g., language arts, creative art, music and movement, science and technology, mathematics, social studies, etc.) for young children.	INTASC: Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. INTASC: Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. INTASC: Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	Thematic Unit Lesson Thematic Unit Lesson Presentation

	INTASC: Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. INTASC: Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. INTASC: Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. INTASC: Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. PPR EC-6 TAC 19 §235.21 (b) Instructional planning and delivery (1-15) (c)knowledge of student and student learning (5) (6) (d) learning environment(2) (3)(4) (6) (d) Content knowledge and expertise (1-8) (e) Learning environment (3-8) (f) Data-driven practices: (3) NAEYC Standard 1 & 4: Promoting child development and learning &Teaching and Learning TTS (TAC Chapter 149): (1)(A) (i) (B) (i)(ii) (2) (A)(i) (ii) (iii) (B) (i) (C) (i) (iii) 3 (B)(i) (ii) 4 (A)(i) (ii)(5) (B) (ii) STR test 293 Competency 001: Foundations of the Science of Teaching Reading TAC 19 §235.101 STR (a) Science of Teaching Reading (STR) Standards (2) (b) Knowledge of Reading Development (c) Reading Pedagogy. EC-6 Core Subjects: 1) ELAR Standard 1: 1.7k, 1.3s, Standard II: 2.1k-2.3k, Standard VII: 7.2k, 7.4k,7.6k,7.8k-7.11k, 7.13k,7.15k, 7.17k, 7.9k, 7.23k, 7.2s, 7.4s, 7.6s,7.8s,7.10s, 7.12s, 7.14s. (2) Mathematic: Standard VII (Mathematical Learning and Instruction) 7.3, 7.8k, 7,8k,7,9k, 7.15k 7.16k;(3) Social Studies: Standard III (uses knowledge and skills of social studies, as defined by	Course Reading Assessments

	the Texas Essential Knowledge and Skills (TEKS), to plan and implement effective curriculum, instruction, assessment, and evaluation), 3.5k-3.6k; (4) Science Standard VII (understands how sciences affects the daily lives of students and how sciences interacts with and influences personal and societal decisions) 7.4k-7.7k;(5) Final Arts: 1.1k-1.10k;1.1s-1.10s, 2.1k-2.8k,2.1s-2.9s; 3.1k-3.8k; 4.1k-4.4k; 4.1s-4.4s; 5.2k-5.4k, 5.1s-5.3s (6) Music: 77.1k-7.11k,7.1s-7.16s; 8.1k, 8.1s; 9.1k-9.3k; 9.1s-9.3s (7) Heath Standard III. The health teacher plans and implements effective school health instruction and integrates health instruction with other content areas.3.4k-3.8k; (8) Physical Education Standard I. Demonstrates competency in a variety of movement skills and helps students develop these skills.1.6k-1.9k; (9) Theatre: 1.1k-1.12k, 1.1s-1.14s; 2.1k-2.11k, 2.1s-2.12s; 3.1k-3.7k,3.1s-3.8s; 4.1k-4.11k, 4.1s-4.12s; 5.1k-5.5k,5.1s-5.8s; 6.1k-6.6k EC-Core Subjects Test 391 (1) ELAR Competency 001(Oral Language): B, G, H., Competency 10(Assessment of Developing Literacy), C. (2) Mathematics competency 001, A-C(Mathematic instruction, (3)Social Studies Competency 001, A-K (Social Science Instruction), A, E, I; (4) Science Competency 002 (History and Nature of Science: A. (5) Final Arts, Health, and Physical Education Competency 001(Visual Arts: A; Competency 001 (Music): A; Competency 003 (Heath): L; (Physical Education) Competency 004; E., Competency 005 (Theatre):B.H.	Exams
Develop guidance principles for children and teachers to act and interact in positive, productive, and acceptable ways.	INTASC: Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences. INTASC: Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. TTS (TAC Chapter 149): (2) (B) (i)(C) (i)(ii) PPR EC-6 TAC 19 §235.21 (c)knowledge of student and student learning (2) (5) (6)	Exams Course Reading Assessments

	NAEYC Standard 1: Child Development and Learning in Context	
Identify the value and benefits of play for young children.	INTASC: Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences. INTASC: Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. INTASC: Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. of learners and the community context. INTASC: Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. INTASC: Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. INTASC: Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. PPR EC-6 TAC 19 §235.21 (b) Instructional planning and delivery (1-15) (c)knowledge of student and student learning (5) (6) (d) learning environment(2) (3)(4) (6) (d) Content knowledge and expertise (1-8) (e) Learning environment (3-8)	Thematic Unit Lesson Thematic Unit Lesson Presentation Course Reading Assessments

	NAEYC Standard 1 & 4: Promoting child development and learning &Teaching and Learning TTS (TAC Chapter 149): (1)(A) (i) (B) (i)(ii) (2) (A)(i) (ii) (iii) (B) (i) (C) (i) (iii) 3 (B)(i) (ii) 4 (A)(i) (ii)(5) (B) (ii) EC-6 Core Subjects: (1) ELAR Standard 1: 1.7k, 1.3s, Standard II: 2.1k-2.3k, Standard VII: 7.2k, 7.4k,7.6k,7.8k-7.11k, 7.13k,7.15k, 7.17k, 7.9k, 7.23k, 7.2s, 7.4s, 7.6s,7.8s,7.10s, 7.12s, 7.14s (2) Mathematic: Standard VII (Mathematical Learning and Instruction)7,9k, 7.15k 7.16k;(3) Social Studies: Standard III (uses knowledge and skills of social studies, as defined by the Texas Essential Knowledge and Skills (TEKS), to plan and implement effective curriculum, instruction, assessment, and evaluation),3.4k-3.5k;(4) Science Standard VII (understands how sciences affects the daily lives of students and how sciences interacts with and influences personal and societal decisions) 7.4k, 7.7k;(5) Final Arts Standard V: (understands how children develop cognitively and artistically, and knows how to implement effective, age-appropriate art).5.1k;(6) Music applies a comprehensive knowledge of music to evaluate musical compositions, performances, and experiences). 6.1k ;(7) Heath Standard III. The health teacher plans and implements effective school health instruction and integrates health instruction with other content areas.3.6k-3.7k; (8) Physical Education Standard I. Demonstrates competency in a variety of movement skills and helps students develop these skills.1.3k-1.5k; (9) Theatre: Standard I. The theatre teacher knows how to plan and implement effective theatre instruction and assessment and provide students with learning experiences that enhance their knowledge, skills, and appreciation in theatre, 1.4k. EC-Core Subjects Test 391 (1) ELAR Competency 10(Assessment of Developing Literacy), C; (2) Mathematics competency 001(Mathematic instruction): A-C; (3)Social Studies Competency 001(Social Science Instruction):B,E,F, G;(4) Science Competency 002 (History and Nature of Science): A, B., (5) Final Arts, Health, and Physical Education Competency 001(Visual Arts): C; Competency 001 (Music): K; Competency 003 (Heath): C,P; (Physical	Exams Case Study Analysis

	Education) Competency 004: D, E., Competency 005 (Theatre):B.H.	
Identify and create experiences for promoting young children's positive self-concept and social relationships, multicultural experiences, etc.	INTASC: Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. INTASC: Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. INTASC: Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. INTAS: Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. NAEYC Standard 1: Standard 2 - Building Family and Community Relationships; Standard 3 - Observing, Documenting, and Assessing to Support Young Children and Families PPR EC-6 TAC 19 §235.21 (c)knowledge of student and student (2)(3) (4) (5) (6) (f) Data-driven practice (3) TTS (TAC Chapter 149): (1)(A) (i) (B) (i)(ii) (2) (B) (i) (C) (i) (iii) 3 (C) (i) (ii) 4 (A) (ii) (iii) (5) (C) (i) (ii)(D) (i)	Professional development activities Exams Course reading materials

Appendix B: InTASC Standards

WCOE Standards (InTASC):

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- Learning Differences - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Appendix C: TEXAS ESSENTIAL KNOWLEDGE AND SKILL (TEKS)

§110.2 English Language Arts and Reading, Kindergarten
(1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
(2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
(3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors,* 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.
(4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

(5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).
(6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).
(7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

§110.3 English Language Arts and Reading, Grade 1
(1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
(2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.

(3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors,* 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills. (4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.
(5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).(6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).
(7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples,
§110.4 English Language Arts and Reading, Grade 2
(1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate

Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
(2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.(3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors,* 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.(4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.
(5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum). (6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and

proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).(7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

§110.5 English Language Arts and Reading, Grade 3

(1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy. (2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.(3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors,* 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.(4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to

use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.
(5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum). (6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).(7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

Mathematics

§111.2 Kindergarten

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: (A) apply mathematics to problems arising in everyday life, society, and the workplace; (B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution; (C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems; (D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate; (E) create and use representations to organize, record, and communicate mathematical ideas; (F) analyze mathematical relationships to connect and communicate mathematical ideas; and (G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication. (2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:(A) count forward and backward to at least 20 with and without objects; (B) read,

write, and represent whole numbers from 0 to at least 20 with and without objects or pictures; (C) count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order; (D) recognize instantly the quantity of a small group of objects in organized and random arrangements; (E) generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20; (F) generate a number that is one more than or one less than another number up to at least 20;(G) compare sets of objects up to at least 20 in each set using comparative language; (H) use comparative language to describe two numbers up to 20 presented as written numerals; and (I) compose and decompose numbers up to 10 with objects and pictures. (3) Number and operations. The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems. The student is expected to: (A) model the action of joining to represent addition and the action of separating to represent subtraction; (B) solve word problems using objects and drawings to find sums up to 10 and differences within 10; and (C) explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences.

§111.3 First grade

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: (A) apply mathematics to problems arising in everyday life, society, and the workplace; (B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution; (C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems; (D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate; (E) create and use representations to organize, record, and communicate mathematical ideas; (F) analyze mathematical relationships to connect and communicate mathematical ideas; and (G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication. (2) Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to: (A) recognize instantly the quantity of structured arrangements;(B) use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones;(C) use objects, pictures, and expanded and standard forms to represent numbers up to 120; (D) generate a number that is greater than or less than a given whole number up to 120; (E) use place value to compare whole

numbers up to 120 using comparative language; (F) order whole numbers up to 120 using place value and open number lines; and(3) Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. The student is expected to: (A) use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99; (C) compose 10 with two or more addends with and without concrete object.

§111.4 Second grade

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: (A) apply mathematics to problems arising in everyday life, society, and the workplace; (B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution; (C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems; (D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate; (E) create and use representations to organize, record, and communicate mathematical ideas;(F) analyze mathematical relationships to connect and communicate mathematical ideas; and (G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication. (2) Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to: (A) use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way as a sum of so many thousands, hundreds, tens, and ones; (B) use standard, word, and expanded forms to represent numbers up to 1,200; (C) generate a number that is greater than or less than a given whole number up to 1,200; (E) locate the position of a given whole number on an open number line; and (F) name the whole number that corresponds to a specific point on a number line. (3) Number and operations. The student applies mathematical process standards to recognize and represent fractional units and communicates how they are used to name parts of a whole. The student is expected to: (A) partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words; (B) explain that the more fractional parts used to make a whole, the smaller the part; and the fewer the fractional parts, the larger the part; (C) use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole; and (D) identify examples and non-examples of halves, fourths, and eighths.

§111.5 Third Grade

(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: (A) apply mathematics to problems arising in everyday life, society, and the workplace; (B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate; (E) create and use representations to organize, record, and communicate mathematical ideas;(F) analyze mathematical relationships to connect and communicate mathematical ideas; and (G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.(2) Number and operations. The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value. The student is expected to: (A) compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate; (B) describe the mathematical relationships found in the base-10 place value system through the hundred thousand place; (C) represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000 and use words to describe relative size of numbers in order to round whole numbers; and (D) compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or =. (3) Number and operations. The student applies mathematical process standards to represent and explain fractional units. The student is expected to: (A) represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines; (B) determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line; (C) explain that the unit fraction 1/*b* represents the quantity formed by one part of a whole that has been partitioned into *b* equal parts where *b* is a non-zero whole number; (D) compose and decompose a fraction *a/b* with a numerator greater than zero and less than or equal to *b* as a sum of parts 1/*b;* (E) solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8; (F) represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines; (G) explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model; and (H) compare two

fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models. (4) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to: (A) solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction; (B) round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems; (C) determine the value of a collection of coins and bills; (D) determine the total number of objects when equally-sized groups of objects are combined or arranged in arrays up to 10 by 10; (E) represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting;(F) recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts; (G) use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties; (H) determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally; (I) determine if a number is even or odd using divisibility rules; (J) determine a quotient using the relationship between multiplication and division; and (K) solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts. (5) Algebraic reasoning. The student applies mathematical process standards to analyze and create patterns and relationships. The student is expected to: (A) represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations; (B) represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations; (C) describe a multiplication expression as a comparison such as 3 x 24 represents 3 times as much as 24; (D) determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product; and (E) represent real-world relationships using number pairs in a table and verbal descriptions. (6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties. The student is expected to: (A) classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language; (B) use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories; (C) determine the area of rectangles with whole number side

lengths in problems using multiplication related to the number of rows times the number of unit squares in each row; (D) decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area; and (E) decompose two congruent two-dimensional figures into parts with equal areas and express the area of each part as a unit fraction of the whole and recognize that equal shares of identical wholes need not have the same shape. (7) Geometry and measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement. The student is expected to: (A) represent fractions of halves, fourths, and eighths as distances from zero on a number line; (B) determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems; (C) determine the solutions to problems involving addition and subtraction of time intervals in minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals 45 minutes; (D) determine when it is appropriate to use measurements of liquid volume (capacity) or weight; and (E) determine liquid volume (capacity) or weight using appropriate units and tools.

Science

§112.2 Kindergarten

(A) Scientific and engineering practices. Scientific inquiry is the planned and deliberate investigation of the natural world using scientific and engineering practices. Scientific methods of investigation are descriptive, correlative, comparative, or experimental. The method chosen should be appropriate to the grade level and question being asked. Student learning for different types of investigations includes descriptive investigations, which have no hypothesis that tentatively answers the research question and involve collecting data and recording observations without making comparisons; correlative and comparative investigations, which have a hypothesis that predicts a relationship and involve collecting data, measuring variables relevant to the hypothesis that are manipulated, and comparing results; and experimental investigations, which involve processes similar to comparative investigations but in which a hypothesis can be tested by comparing a treatment with a control. (B) Matter and its properties. Students build their knowledge of the natural world using their senses. The students focus on observable properties and patterns of objects, including shape, color, texture, and material,. (C) Force, motion, and energy. Students explore the location, motion, and position of objects and investigate the importance of light energy as it relates to the students' everyday lives. Students focus on demonstrating light energy sources and their effect on objects. (D) Earth and space. Patterns are recognizable in the natural world and among objects in the sky. Students understand that weather, seasons of the year, and day and night are repeated patterns. Materials found on Earth can be used and classified. (E) Organisms and environments. All living organisms satisfy basic needs through interactions with nonliving things and living organisms, and they

have structures and functions that help them survive within their environments. Students investigate the life cycle of plants and identify likenesses between parents and young.

§112.3 First Grade

(A) Scientific and engineering practices. Scientific inquiry is the planned and deliberate investigation of the natural world using scientific and engineering practices. Scientific methods of investigation are descriptive, correlative, comparative, or experimental. The method chosen should be appropriate to the grade level and question being asked. Student learning for different types of investigations includes descriptive investigations, which have no hypothesis that tentatively answers the research question and involve collecting data and recording observations without making comparisons; correlative and comparative investigations, which have a hypothesis that predicts a relationship and involve collecting data, measuring variables relevant to the hypothesis that are manipulated, and comparing results; and experimental investigations, which involve processes similar to comparative investigations but in which a hypothesis can be tested by comparing a treatment with a control. (B) Matter and its properties. Students build their knowledge of the natural world using their senses. Students focus on observable properties and patterns of objects, including larger and smaller, heavier and lighter, shape, color, and texture. The students understand changes in materials caused by heating and cooling. (C) Force, motion, and energy. Students know that force and motion are related and that energy exists in many forms as a part of everyday life. Magnetism interacts with various materials and can be used as a push and pull. The students investigate the importance of heat and focus on changes caused by heating and cooling. (D) Earth and space. Patterns, cycles, and systems are recognizable in the natural world and among objects in the sky. Students make informed choices by understanding weather and seasonal patterns. Students understand that natural resources on Earth, including rocks, soil, and water, are used by humans and can be conserved. (E) Organisms and environments. All living organisms interact with living and nonliving things within their environments and use structures to meet their basic needs. Students know that organisms are interdependent and part of a food chain. The students investigate the life cycle of animals and identify likenesses between parents and young.

§112.4 Second grade

(A) Scientific and engineering practices. Scientific inquiry is the planned and deliberate investigation of the natural world using scientific and engineering practices. Scientific methods of investigation are descriptive, correlative, comparative, or experimental. The method chosen should be appropriate to the grade level and question being asked. Student learning for different types of investigations includes descriptive investigations, which have no hypothesis that tentatively answers the research question and involve collecting data and recording observations without making comparisons; correlative and comparative investigations, which have a hypothesis that predicts a relationship and involve

collecting data, measuring variables relevant to the hypothesis that are manipulated, and comparing results; and experimental investigations, which involve processes similar to comparative investigations but in which a hypothesis can be tested by comparing a treatment with a control. (B) Matter and its properties. Students build upon their knowledge of the natural world using their senses. The students focus on physical properties of matter and determine how observable properties can be changed through various processes. Students use these processes to form new objects. (C) Force, motion, and energy. Students know that force and motion are related and that energy exists in many forms as a part of everyday life. Magnetism interacts with various materials and can be used as a push and pull. The students investigate sound energy and focus on how sound affects objects. (D) Earth and space. Students observe objects in the sky, including the Sun and the Moon, and collect and analyze weather data. In addition, students identify natural and manmade resources and how they can be conserved. (E) Organisms and environments. All living organisms interact with living and nonliving things within their environments and use structures to meet their basic needs. Students understand that organisms are interdependent and part of a food chain. The students investigate the life cycle of animals and identify likenesses between parents and young.

§112.5 Third Grade

(A) Scientific and engineering practices. Scientific inquiry is the planned and deliberate investigation of the natural world using scientific and engineering practices. Scientific methods of investigation are descriptive, correlative, comparative, or experimental. The method chosen should be appropriate to the grade level and question being asked. Student learning for different types of investigations includes descriptive investigations, which have no hypothesis that tentatively answers the research question and involve collecting data and recording observations without making comparisons; correlative and comparative investigations, which have a hypothesis that predicts a relationship and involve collecting data, measuring variables relevant to the hypothesis that are manipulated, and comparing results; and experimental investigations, which involve processes similar to comparative investigations but in which a hypothesis can be tested by comparing a treatment with a control. (B) Matter and energy. Students build upon the knowledge learned in Kindergarten-Grade 2 by investigating the physical properties of matter. Students explore states of matter and observe that changes can occur to matter through heating and cooling. The students explore using substances by combining them to create or modify objects based on their physical properties. (C) Force, motion, and energy. Students manipulate objects by pushing and pulling to demonstrate changes in motion and position. Students also identify forces such as magnetism and gravity. Students understand energy exists in many forms, including mechanical, thermal, light, and sound. The students identify forms of energy in everyday life. (D) Earth and space. Students learn that there are recognizable processes that change the Earth over time. Students compare day-to-day changes in weather. They also investigate how soil is formed through the processes of weathering and

decomposition. Students model rapid changes to Earth's surface as well as explore ways to conserve Earth's resources. Students recognize that there are identifiable objects and patterns in Earth's solar system. Students model the orbits of the Sun, Earth, and Moon as well as describe their relationship to each other. This will set the foundation for Grade 4 when they look at changes in the appearance of the Moon. Students also identify the sequence of the planets in Earth's solar system. (E) Organisms and environments. Students explore patterns, systems, and cycles within environments by investigating characteristics of organisms, life cycles, and interactions among all components of the natural environment. Students examine how environment and the structures and functions of animals play a key role in survival. Students know that when changes in the environment occur, organisms may thrive, become ill, or perish. Students also examine fossils as evidence of past living organisms. (2) Nature of science. Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process." This vast body of changing and increasing knowledge is described by physical, mathematical, and conceptual models. Students should know that some questions are outside the realm of science because they deal with phenomena that are not currently scientifically testable.

Social Studies

§113.11 Kindergarten

(1) In Kindergarten, the study of the self, home, family, and classroom establishes the foundation for responsible citizenship in society. Students explore state and national heritage by examining the celebration of patriotic holidays and the contributions of individuals. The concept of chronology is introduced. Students apply geographic concepts of location and physical and human characteristics of place. Students identify basic human needs and ways 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. Students practice problem-solving, decision-making, and independent-thinking skills. (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material is encouraged. Motivating resources are 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 social studies skills strand 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. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples. (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system. (5) 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 (TEC), §28.002(h).

§113.12 First Grade

(1) In Grade 1, students study their relationship to the classroom, school, and community to establish the foundation for responsible citizenship in society. Students develop concepts of time and chronology by distinguishing among past, present, and future events. Students identify anthems and mottoes of the United States and Texas. Students create simple maps to identify the location of places in the classroom, school, and community. Students explore the concepts of goods and services and the value of work. Students identify individuals 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. Students practice problem-solving, decision-making, and independent-thinking skills.(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material is encouraged. Motivating resources are 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 social studies skills strand 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. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples. (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system. (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

§113.13 First Grade

(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. 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 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 nonfiction texts, primary sources, biographies, folklore, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, online tours, 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 social studies skills strand 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. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples. (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system. (5) 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 (TEC), §28.002(h).(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution. (7) Students must demonstrate learning performance related to any federal and state mandates regarding classroom instruction. Although Grade 2 is not required to participate in Celebrate Freedom Week, according to the TEC, §29.907, primary grades lay the foundation for subsequent learning. As a result, Grade 2 Texas essential knowledge and skills include standards related to this patriotic observance (8) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.

§113.14 Third Grade

(1) In Grade 3, students learn how diverse 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, new technologies, 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, founding documents, poetry, songs, and artworks is encouraged. Motivating resources are 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 social studies skills strand 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. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples. (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system. (5) 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 (TEC), §28.002(h). (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution. (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

Heath Education

§115.12 Kindergarten

(1) The goal of health education is to provide instruction that allows youth to develop and sustain health-promoting behaviors throughout their lives. The understanding and application of these standards will allow students the ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. The health education knowledge and skills should be presented to students in a positive manner to support the development of a healthy self-concept and responsible decision making. The standards will help students reinforce, foster, and apply positive

character traits. (2) There are essential skills that repeat throughout the five strands and embody the interconnection of health literacy. These skills include decision making, problem solving, goal setting, maintaining healthy relationships with self and others, seeking help and support, and recognizing various influences on health such as social, environmental, media, and genetic. These skills, developed early on and reinforced throughout a student's education, will foster mastery of health concepts. Health class educators are encouraged to partner with school counselors where available to schedule time for them to deliver classroom guidance lessons to help teach these essential competencies. (3) In Kindergarten-Grade 3, students gain an understanding of health information and skills through five strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; and alcohol, tobacco, and other drugs. (4) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples. (5) Students should first seek guidance in the area of health from a parent or legal guardian.

§115.13 First Grade

(1) The goal of health education is to provide instruction that allows youth to develop and sustain health-promoting behaviors throughout their lives. The understanding and application of these standards will allow students the ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. The health education knowledge and skills should be presented to students in a positive manner to support the development of a healthy self-concept and responsible decision making. The standards will help students reinforce, foster, and apply positive character traits. (2) There are essential skills that repeat throughout the five strands and embody the interconnection of health literacy. These skills include decision making, problem solving, goal setting, maintaining healthy relationships with self and others, seeking help and support, and recognizing various influences on health such as social, environmental, media, and genetic. These skills, developed early on and reinforced throughout a student's education, will foster mastery of health concepts. Health class educators are encouraged to partner with school counselors where available to schedule time for them to deliver classroom guidance lessons to help teach these essential competencies. (3) In Kindergarten-Grade 3, students gain an understanding of health information and skills through five strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; and alcohol, tobacco, and other drugs. (4) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples. (5) Students should first seek guidance in the area of health from a parent or legal guardian.

§115.14 Second Grade
(1) The goal of health education is to provide instruction that allows youth to develop and sustain health-promoting behaviors throughout their lives. The understanding and application of these standards will allow students the ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. The health education knowledge and skills should be presented to students in a positive manner to support the development of a healthy self-concept and responsible decision making. The standards will help students reinforce, foster, and apply positive character traits. (2) There are essential skills that repeat throughout the five strands and embody the interconnection of health literacy. These skills include decision making, problem solving, goal setting, maintaining healthy relationships with self and others, seeking help and support, and recognizing various influences on health such as social, environmental, media, and genetic. These skills, developed early on and reinforced throughout a student's education, will foster mastery of health concepts. Health class educators are encouraged to partner with school counselors where available to schedule time for them to deliver classroom guidance lessons to help teach these essential competencies. (3) In Kindergarten-Grade 3, students gain an understanding of health information and skills through five strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; and alcohol, tobacco, and other drugs. (A) Physical health and hygiene education helps to prepare students for improved lifelong health outcomes. Learning about body systems lays the foundation for personal health and hygiene. Health literacy and preventative behaviors empower students to make informed choices to support self, family, and community. (B) The mental health and wellness strand recognizes that the knowledge and skills necessary to manage emotions, reactions, and relationships are essential to reaching one's full potential. Students gain knowledge about social and emotional health, including developing a healthy self-concept, understanding risk and protective factors, and identifying and managing mental health and wellness concerns. In the early grades, students develop fluency around emotions and self-regulation and understanding the relationship between feelings, thoughts, and behavior. In subsequent grades, students learn and practice appropriate ways to solve interpersonal conflicts, work to develop a positive self-image, and develop healthy self-management skills.(C) The healthy eating and physical activity strand addresses the importance of nutrition and physical activity to support a healthy lifestyle. Students apply critical-thinking and decision-making skills to make positive health choices. Students learn about essential nutrients, food groups, portion control, government nutritional recommendations, and the health benefits of being physically active. Students evaluate the connection between physical activity and nutrition and the prevention of chronic diseases.(4) Statements containing the word "including" reference content that must be mastered, while those containing the phrase

"such as" are intended as possible illustrative examples, (5) Students should first seek guidance in the area of health from a parent or legal guardian.

§115.15 Third Grade

(1)Ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. The health education knowledge and skills should be presented to students in a positive manner to support the development of a healthy self-concept and responsible decision making. The standards will help students reinforce, foster, and apply positive character traits. (2) There are essential skills that repeat throughout the five strands and embody the interconnection of health literacy. These skills include decision making, problem solving, goal setting, maintaining healthy relationships with self and others, seeking help and support, and recognizing various influences on health such as social, environmental, media, and genetic. These skills, developed early on and reinforced throughout a student's education, will foster mastery of health concepts. Health class educators are encouraged to partner with school counselors where available to schedule time for them to deliver classroom guidance lessons to help teach these essential competencies. (3) In Kindergarten-Grade 3, students gain an understanding of health information and skills through five strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; and alcohol, tobacco, and other drugs. (A) Physical health and hygiene education helps to prepare students for improved lifelong health outcomes. Learning about body systems lays the foundation for personal health and hygiene. Health literacy and preventative behaviors empower students to make informed choices to support self, family, and community. (B) The mental health and wellness strand recognizes that the knowledge and skills necessary to manage emotions, reactions, and relationships are essential to reaching one's full potential. Students gain knowledge about social and emotional health, including developing a healthy self-concept, understanding risk and protective factors, and identifying and managing mental health and wellness concerns. In the early grades, students develop fluency around emotions and self-regulation and understand the relationship between feelings, thoughts, and behavior. In subsequent grades, students learn and practice appropriate ways to solve interpersonal conflicts, work to develop a positive self-image, and develop healthy self-management skills. (C) The healthy eating and physical activity strand addresses the importance of nutrition and physical activity to support a healthy lifestyle. Students apply critical-thinking and decision-making skills to make positive health choices. Students learn about essential nutrients, food groups, portion control, government nutritional recommendations, and the health benefits of being physically active. Students evaluate the connection between physical activity and nutrition and the prevention of chronic diseases. (D) By focusing on injury and violence prevention and safety, the standards promote student well-being and awareness of dangerous situations. Supporting student well-being and providing instruction in digital citizenship, bullying prevention, first aid, and the identification of safe and

unsafe situations creates empowered and educated students who are able to make decisions that keep themselves and others safe. Beginning in Kindergarten and continuing through high school, students gain knowledge and skills to support safety and wellness at school, at home, online, and in the community. (E) The standards under the alcohol, tobacco, and other drugs strand focus on a number of protective factors that develop empowered students who are able to make better-informed decisions, including understanding the impact of substance use on physical, mental, and social health. Through this strand, students learn key concepts about alcohol, tobacco, and other drugs, including the use, misuse, and physiological effects; short- and long-term impacts on health; treatment; risk and protective factors; and prevention. These concepts introduce healthy alternatives and ways for students to ask for and seek out help from parents and other trusted adults. (4) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples. (5) Students should first seek guidance in the area of health from a parent or legal guardian.

Physical Education

§116.12 Kindergarten

(1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to: (A) practice proper foot patterns and form and maintain balance while hopping, galloping, running, sliding, skipping, and walking; (B) practice correct technique while jumping in place, forward and backward, and side to side; (C) demonstrate visual tracking and tracing, simple balancing, cross lateralization, and sequencing of two skills; and (D) spin and roll at different levels, speeds, and positions. (2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to: (A) maintain balance while bearing weight using different bases of support; and (B) practice bending, stretching, twisting, and curling while maintaining balance. (3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to: (A) self-toss an object and throw underhand with opposite foot forward; (B) catch a self-dropped ball before it bounces twice and catch a self-tossed object before it hits the ground; (C) practice dribbling with one hand; (D) tap a ball using the inside of the foot; (E) kick a stationary ball from a stationary position; (F) volley a lightweight object to self; (G) strike a lightweight object using hand or short-handled implement; (H) jump at least once with a self-turned rope; and (I) demonstrate swinging a long rope back and forth with a partner. (4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness,

including pathways, shapes, levels, speed, direction, and force. The student is expected to: (A) differentiate between personal and general space while moving to simple rhythms and maintaining balance; (B) demonstrate a variety of pathways, shapes, and levels while maintaining balance; and (C) demonstrate clear contrast when moving in different speeds and directions while maintaining balance. (5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to mirror and follow teacher movement and basic rhythm patterns. (6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to: (A) demonstrate the skills of chasing, fleeing, and dodging to avoid or catch others during a variety of games while maintaining appropriate space and speed; (B) practice the correct techniques for motor development skills following teacher direction; and (C) demonstrate safe practices by following rules, procedures, and directions during class and activities.

§116.13 First grade

(1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to: (A) practice proper foot patterns and maintain balance while hopping, galloping, running, sliding, and skipping; (B) practice correct technique while jumping in place, forward and backward, side to side, and quarter turns while maintaining balance; (C) demonstrate visual tracking and tracing, simple balancing, cross lateralization, and sequencing of three skills; and (D) spin and roll at different levels, speeds, and positions. (2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to: (A) maintain balance standing on one foot for five seconds while placing the free leg in a variety of different positions; and (B) demonstrate bending, stretching, twisting, curling, and swaying while maintaining balance. (3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:(A) demonstrate key elements of self-tossing and throwing underhand while stepping with the opposite foot forward to a target; (B) demonstrate key elements of catching an accurately and softly thrown large ball and a self-tossed object;(C) practice dribbling continuously with one hand while stationary using preferred hand; (D) tap or dribble a ball using the inside of the foot while walking; (E) approach and kick a stationary ball; (F) volley a lightweight object to self and partner; (G) strike an object using a short-handled implement, projecting the object upward; (H) jump consecutively with a self-turned rope; and (I) turn a long rope. (4) Movement patterns and movement skills--spatial and body awareness. The physically

literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to: (A) move in personal and general space to rhythms and beats while maintaining balance; (B) travel over, under, around, and through using a variety of pathways, shapes, and levels; and (C) differentiate between fast and slow speeds, strong and light force, and various directions. (5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to mirror and follow teacher movement and basic rhythm patterns in four counts. (6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to: (A) apply the skills of chasing, fleeing, and dodging to avoid or catch others while maintaining appropriate space and speed during a variety of games; (B) identify and follow teacher instructions to improve performance for specific motor development skills; and (C) demonstrate safe practices by using equipment appropriately and respecting personal space with teacher guidance.

§116.14 Second Grade

(1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills. The student is expected to: (A) practice and apply correct technique while hopping, galloping, running, sliding, and skipping; (B) demonstrate correct jumping and landing technique while consecutively jumping in place, forward and backward, side to side, half turns, and in tuck position;(C) demonstrate basic balancing, cross lateralization, and sequencing of three skills with repetition; and (D) spin and roll at different levels, speeds, and positions.(2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate skills. The student is expected to: (A) demonstrate maintaining balance standing on one foot while placing the free leg in a variety of different positions for eight seconds; and (B) differentiate between bending, stretching, twisting, curling, pushing, pulling, and swaying. (3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to: (A) demonstrate key elements in underhand throwing to a partner and overhand throwing to a target with opposite foot forward; (B) demonstrate key elements when catching an accurately and softly thrown large ball without trapping against the body; (C) demonstrate key elements of hand dribbling while walking; (D) dribble a ball with control using both feet while walking; (E) kick a moving ball using a continuous running approach; (F) volley a lightweight object with consecutive hits to self or partner; (G) strike a stationary object off the ground or an elevated surface with a hand or short- or long-handled implement consecutively; (H) jump forward and backward with a self-turned rope; and (I)

demonstrate turning and jumping a long rope. (4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to: (A) demonstrate locomotor, non-locomotor, and manipulative skills safely in personal and general space; (B) combine pathways, shapes, and levels into simple sequences; and (C) combine speed and direction as directed by the teacher. (5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to demonstrate simple rhythmic sequences using various locomotor and coordination skills in eight counts.

§116.15 Third Grade

(1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:(A) demonstrate correct technique while hopping, galloping, running, sliding, skipping, and leaping; (B) demonstrate correct jumping and landing technique from different heights; (C) demonstrate intermediate balancing to include equipment, cross lateralization using a variety of coordination skills, and sequencing of three skills with repetition; and (D) spin and roll with control at different levels, speeds, and positions with manipulatives. (2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to: (A) demonstrate moving in and out of a balanced position with control during dynamic activities; and (B) combine bending, stretching, twisting, curling, pushing, pulling, and swaying in a variety of activities. (3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to: (A) demonstrate key elements in underhand and overhand throwing to a partner with accuracy; (B) demonstrate key elements when catching an accurately and softly thrown large ball with a partner without trapping against the body; (C) demonstrate key elements of hand dribbling while slowly jogging and maintaining ball control; (D) dribble a ball with control using both feet while slowly jogging; (E) kick a moving ball on the ground and in the air using a continuous running approach; (F) demonstrate correct technique in volleying to a wall or partner and over an object or net; (G) demonstrate correct technique when striking a moving object over a low net or to a wall with a hand or short- or long-handled implement; (H) jump a self-turned rope using a variety of basic skills; and (I) enter and exit a turned long rope using basic jumping skills. (4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to: (A) demonstrate locomotor, non-locomotor, and manipulative skills safely in personal and open space; (B) combine pathways and

levels into various movement patterns in a wide variety of physical activities; and (C) combine speed, direction, and force as directed by teacher.(5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to demonstrate various rhythmic combinations of locomotor skills of eight counts in repeatable patterns when leading or following a partner. (6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to: (A) combine the skills of chasing, fleeing, and dodging to avoid or catch others during a variety of games; (B) demonstrate specific movement skills to improve performance in designated dynamic activities; and (C) explain and follow rules, procedures, and safe practices during games and activities. (7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to participate in introductory outdoor recreational skills and activities such as rock climbing, hiking, paddle sports, disc golf, or challenge courses. (8) Health, physical activity, and fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to: (A) describe the benefits of regular physical activity, including stress management; (B) identify the importance of frequency and intensity during endurance activities; and (C) explain and demonstrate the correct techniques of health-related fitness components.

Fine Arts

§117.102 Art, Kindergarten

(2) Four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences, as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.

§117.103 Music, Kindergarten

Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to: (A) identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices; (B) identify the timbre of adult and child singing voices; (C) identify the timbre of instrument

families;(D) identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and (E) identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation.

§117.105 Art, Grade 1

(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning, understanding, and applying the elements of art and principles of design. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to: (A) identify similarities, differences, and variations among subjects in the environment using the senses; and (B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments. (2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A) invent images that combine a variety of lines, shapes, colors, textures, and forms; (B) place components in orderly arrangements to create designs; and (C) increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled forms.

§117.106 Music, Grade 1

Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to: (A) identify the known five voices and adult/children singing voices; (B) identify visually and aurally the instrument families; (C) use basic music terminology in describing changes in tempo, including allegro/largo, and dynamics, including forte/piano; and (D) identify and label repetition and contrast in simple songs such as ab, aaba, or abac patterns. (2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to: (A) read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter; and (B) read, write, and reproduce melodic patterns, including three tones from the pentatonic scale. (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to: (A) sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups; (B) sing songs or play classroom instruments from diverse cultures and styles, independently or in groups; (C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.

§117.108 Art, Grade 2

(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to: (A) compare and contrast variations in objects and subjects from the environment using the senses; and (B) identify the elements of art, including line, shape, color, texture, form, and space, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, and balance. (2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A) express ideas and feelings in personal artworks using a variety of lines, shapes, colors, textures, forms, and space; (B) create compositions using the elements of art and principles of design; and (C) identify and practice skills necessary for producing drawings, paintings, prints, constructions, and sculpture, including modeled forms, using a variety of materials.

§117.109 Music, Grade 2

(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to: (A) compare and contrast variations in objects and subjects from the environment using the senses; and (B) identify the elements of art, including line, shape, color, texture, form, and space, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, and balance. (2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A) express ideas and feelings in personal artworks using a variety of lines, shapes, colors, textures, forms, and space; (B) create compositions using the elements of art and principles of design; and (C) identify and practice skills necessary for producing drawings, paintings, prints, constructions, and sculpture, including modeled forms, using a variety of material

§117.111 Art, Grade 3

(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to

observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to: (A) explore ideas from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art; (B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity; and (C) discuss the elements of art as building blocks and the principles of design as organizers of works of art.(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem solving skills. The student is expected to: (A) integrate ideas drawn from life experiences to create original works of art; (B) create compositions using the elements of art and principles of design; and (C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials.

§117.112 Music, Grade 3

(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to: (A) explore ideas from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art; (B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity; and (C) discuss the elements of art as building blocks and the principles of design as organizers of works of art. (2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem solving skills. The student is expected to: (A) integrate ideas drawn from life experiences to create original works of art; (B) create compositions using the elements of art and principles of design; and (C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials.

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