Instructor Information:

Instructor: Joyce E. Myers, Ed.D.  
Office: Science Hall 322G  
E-Mail: rjem@uta.edu  
Office Hours: Tues. 11AM-2 PM  
Thurs. 2 PM-5 PM  
Faculty Profile: https://www.uta.edu/mentis/public/#profile/profile/edit/id/9578/category/1

Course Information:

Course Title: Teaching Social Studies and the Fine Arts in Early and Elementary School  
Course Number: ELED 4314.004  
Course Location and Time: PKH 321, Thursdays 5 PM to 6:50 PM

Catalog Description:

Examination of materials methods, content, and assessment learning experiences associated with elementary social studies and the fine arts. Content areas include history, geography, economics, government, citizenship, culture, science, technology, society, theatre, art, music and dance & movement and physical education. There is a requirement to demonstrate applications in field settings requiring one day per week on a public elementary school campus. Course will also address the instructional needs and appropriate assessment of all students in inclusive, multicultural, and multilingual classrooms for this content area.

Course Prerequisites:  
EDUC 4316 – Foundations of Education  
ELED 4317 – Growth, Development, and Learning Theory  
ELED 4321 – Classroom Management, Pedagogy, and Practices in EC-6 Education
Textbook(s) and Materials:


- A copy of the current Texas Essential Knowledge and Skills (TEKS) for K- grade 6 in social studies, art, theater, music and physical education (http://ritter.tea.state.tx.us/rules/tac/chapter113/index.html) [See also the “Appendices” at the end of this document.]

- The College of Education is pleased to announce the adoption of Tk20, a comprehensive data management system that will provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. As with other course materials, you will need to subscribe to the program for a one-time only, non-refundable cost of $100. You may purchase your subscription online from a link provided on the system’s Web site or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit http://www.uta.edu/coehp/tk20 for more information.

Learning Outcomes:

At the conclusion of this course the successful student will:

As a result of reading, listening, discussing, observing, and writing, students will:

1. discuss the role of the social studies in American public education
2. identify subject areas included in the social studies curriculum
3. discuss basic instructional principles and strategies in teaching social studies in the EC-6 setting
4. plan integrated instruction via a lesson plan using Social Studies and Fine Arts EC-6 TEKS
5. create an analytical rubric of an authentic project/performance for EC-6 students which integrates Social Studies and Fine Arts content and goals.
6. use critical thinking and evaluation skills to observe, critique, and discuss the elements of a theatrical production.
7. create a list of themes and materials for the incorporation of theatre/dramatic play in the EC-6 classroom setting.
8. demonstrate a basic understanding of musical notation, vocabulary, and methods for teaching music in the EC-6 setting.
9. apply the principles and elements of art by using various art media in the creation of a mini-portfolio.
10. identify the components of appropriate Fine Arts curriculum for EC-6 setting. demonstrate a fundamental knowledge of Texas History and the major events of the great state of Texas.
11. identify ways that creativity is developed and demonstrated in developmentally appropriate ways in EC-6 settings.
12. identify the various methods of teaching physical education in developmentally appropriate ways in EC-6 settings.
13. evaluate and discuss various activities for Physical Education instruction.
University Mission:

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor’s, master’s, doctoral and non-degree continuing education programs.

College Mission:

The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

Core Values:

- Effective teaching
- Active learning
- Quality research
- Meaningful service

College Conceptual Framework:

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.

Partners for the Future serves as the theme of the College of Education and Health Professions and epitomizes the understanding that it takes a village of partners to insure the future of education for all. (see appendices)

National Standards: TESOL
Domain 2: Culture
Domain 3: Instruction
Domain 4: Assessment

State Domains and Competencies:
DOMAIN III – SOCIAL STUDIES

SOCIAL STUDIES CORE SUBJECTS EC–6 STANDARDS
Standard 1. The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences in society and the world.
Standard II. The social studies teacher effectively integrates the various social science disciplines.

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.

Standard IV. History: The social studies teacher applies knowledge of significant historical events and developments, as well as multiple historical interpretations and ideas, to facilitate student understanding of relationships between the past, the present, and the future.

Standard V. Geography: The social studies teacher applies knowledge of people, places, and environments to facilitate students’ understanding of geographic relationships in Texas, the United States, and the world.

Standard VI. Economics: The social studies teacher knows how people organize economic systems to produce, distribute, and consume goods and services, and uses this knowledge to enable students to understand economic systems and make informed economic decisions.

Standard VII. Government: The social studies teacher knows how governments and structures of power function, provide order, and allocate resources, and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems.

Standard VIII. Citizenship: The social studies teacher understands citizenship in the United States and other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices.

Standard IX. Culture: The social studies teacher understands cultures and how they develop and adapt, and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world.

Standard X. Science, Technology, and Society: The social studies teacher understands developments in science and technology, and uses this knowledge to facilitate student understanding of the social and environmental consequences of scientific discovery and technological innovation.

TExES Fine Arts and P.E. Generalist Standards:

DOMAIN V—FINE ARTS, HEALTH, AND PHYSICAL EDUCATION

ART 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.

ART 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.

ART STANDARD III:
The art teacher understands and promotes students’ appreciation of art histories and diverse cultures.

**ART 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.

**ART STANDARD V:**
The art teacher understands how children develop cognitively and artistically and knows how to implement effective, age-appropriate art instruction and assessment.

**MUSIC STANDARD I:**
The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.

**MUSIC STANDARD II:** The music teacher sings and plays a musical instrument.

**MUSIC STANDARD III:** The music teacher has knowledge of music notation.

**MUSIC STANDARD IV.** The music teacher creates and arranges music.

**MUSIC STANDARD V:** The music teacher has a comprehensive knowledge of music history and the relationship of music to history, society, and culture.

**MUSIC STANDARD VI:** The music teacher applies a comprehensive knowledge of music to evaluate musical compositions, performances, and experiences.

**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.

**MUSIC STANDARD VIII:** The music teacher applies appropriate management and discipline strategies for music class.

**MUSIC STANDARD IX:** The music teacher understands student assessment and uses assessment results to design instruction and promote student progress.

**MUSIC STANDARD X:** The music teacher understands professional responsibilities and interactions relevant to music instruction and the school music program.

**THEATRE STANDARD I:** The theatre teacher knows how to plan and implement effective theatre.

**THEATRE STANDARD II:** The theatre teacher understands and applies skills for creating, utilizing and/or performing dramatic material.

**THEATRE STANDARD III:** The theatre teacher understands and applies skills for producing and directing theatrical productions.

**THEATRE STANDARD IV.** The theatre teacher understands and applies knowledge of design and technical theatre.

**THEATRE STANDARD V.** The theatre teacher understands and applies knowledge of theatre from different cultures and historical periods.

**THEATRE 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.

**DANCE STANDARD I:** The dance teacher understands and applies knowledge of dance techniques and movement analysis.

**DANCE STANDARD II:** The dance teacher understands and applies knowledge of kinesiology, somatics, and healthy lifestyles.

**DANCE STANDARD III:** The dance teacher understands and applies knowledge of principles and processes for creating, performing, and producing dance.

**DANCE STANDARD IV:** The dance teacher understands and applies knowledge of dance from different cultures and historical periods and the relationship of dance to other art forms and other disciplines.

**DANCE STANDARD V.** The dance teacher understands and applies knowledge of skills for critically analyzing and evaluating dance.
DANCE STANDARD VI. The dance teacher understands and applies knowledge of effective dance instruction and assessment.

PE STANDARD I. The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.

PE STANDARD II The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

PE STANDARD III The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students’ self-management, self-motivation, and social skills through participation in physical activities.

PE STANDARD IV The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students’ physical, cognitive, social, and emotional development.

PE STANDARD V The physical education teacher provides equitable and appropriate instruction for all students in a diverse society.

PE STANDARD VI The physical education teacher uses effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.

State Guidelines, Competencies and Professional Organizations:

State Standards and Competencies - www.sebc.state.tx.us


Texas Essential Knowledge and Skills (TEKS) - http://www.tea.state.tx.us/teks the TEKS used in this course are posted at the end of this syllabus.


University Policies:

Expectations for Out-of-Class Study:
Beyond the time required to attend each ‘class meeting’, students enrolled in this course should expect to spend at least an additional 12 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Grade Grievances:
Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate / graduate catalog. http://wwweb.uta.edu/catalog/content/general/academic_regulations.aspx#10

Drop Policy:
Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late
registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://www.uta.edu/ses/fao).

**American with Disabilities Act (ADA):**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.

**Attendance:** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I require attendance for all classes except in the case of illness or emergencies. As instructor I require a doctor’s note for illnesses. No make-up work is accepted.

**Emergency Exit Procedures:**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals. [https://www.uta.edu/policy/procedure/7-6](https://www.uta.edu/policy/procedure/7-6)

**Academic Integrity:**

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.
Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. “Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

Student Support Services:
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Student Feedback Survey:
At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

Electronic Communication:
UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Final Review Week:
A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabi. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. Classes are held as scheduled during this week and lectures and presentations may be given.

Incomplete Work:
In the case of incomplete work, a grade of “I” can be awarded only in the event of serious circumstances that prevent completing all work.
Medical Reimbursement:
University students will be responsible for their own transportation, meals, and health care while participating in the field-based program.
- University students bear the burden of any expenses incurred in conjunction with injuries that may occur during field-based classes/components, internship, and residency.
- The University will not reimburse the student for any expenses related to injuries or illness.

UTA Writing Center:
- Professionally trained tutors offer help with writing projects at any stage of the process at no cost to UTA students (http:www.uta.edu/owl/).

Departmental Policies:

Commitment to Diversity:
- In our commitment to furthering of knowledge and fulfilling our educational mission, the College of Education at UTA seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience.
- In our commitment to diversity, we welcome people from all backgrounds.
- We seek to include knowledge and values from many cultures in the curriculum.
- Dimensions of diversity shall include, but are not limited to the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, economic status, cultural orientation, national origin and age.

General Policies:
- The professor is available for telephone, e-mail or face-to-face conferences as the need arises. It is your responsibility to solicit help from the instructor. This is to be done before problems affect your grade—not after.
- The professor reserves the right to make changes in the syllabus as deemed necessary. Students will be notified of any changes.
- All borrowed material must be returned before a final grade will be reported to the university.
- Conduct yourself professionally and ethically as described by the Texas Administrative Code—Educator’s Code of Ethics
- Do not underestimate the importance of the above requirements. Earning a grade of “A” for this course requires more than earning “A’s” on all assignments; it additionally requires a demonstration of professional behaviors.
- Courses are for persons registered in the class. Visitors and children are not permitted in class.
  You are responsible for finding appropriate child care.

Communications:
- UTA is the official mode of communication for UTA.
- For questions related to the course requirements, assignments, or exams post your questions on the course Q & A Discussion Board on Blackboard.
- For questions related to grades or other questions that are personal in nature, please use the email function within Blackboard. This will come directly to my UTA email account.
- During the week you will receive a response within 24 hours from your instructor. On the weekends, expect to wait 48 hours for a response.
- All official course information and announcements will be posted on the announcement page in Blackboard.
- For questions related to using Blackboard, review the tutorial, look on the Student Resources Page or email the Help Desk at helpdesk@uta.edu.
**EC-6 Program Policies:**

**Preparation:**
- In order for you to maximize the learning opportunities available on and off-campus, it is necessary that you come prepared, including having read and reflected on the required readings for each and every class. Reading assignments are important and enable students to examine beliefs, explore theories, and debate ideas with fellow students and instructor.

**Assignments and Assessments:**
- All assignments should be submitted via the Blackboard course webpage.
- Specific, designated assignments must also be uploaded to TK20.
- All assignments should be submitted with the designated title of the assignment.
- All assignments should be submitted using APA formatting guidelines and a cover sheet including the following: Student’s Name
  Assignment Name
  University of Texas at Arlington
  Instructor’s name
  Date

- Teachers must speak and write effectively; therefore, all written assignments must be in good form. Check your spelling and proofread. Points will be deducted for inappropriate content and form. As teachers, we encourage students to edit the work of classmates prior to submitting for a grade.
- Assignments submitted after the designated date and time are considered late. The instructor will deduct 10% of the value of the assignment for each day it is late.
- No assignments will be accepted after Friday at 11:59 p.m. of the last week of class.
- Candidates are required to attach and sign the program academic integrity statement and submit to Blackboard at the beginning of the course.

**Grades and Learning:**
- **No** extra credit work will be given.
- Because learning is important you may be asked to reconsider and/or amend assignments completed that do not demonstrate an effective level of growth on your part.
- You will not be allowed to resubmit work that earned a low grade because the directions were not followed.

**Concerns:**
- Should problems or concerns arise, it is your responsibility to solicit help.
- This is to be done before problems affect your grade – not after.
Academic Honesty Statement:
The following statement is to be included on the cover page of each written assignment submitted for credit in all ELED course. For assignments submitted electronically, the candidate’s name may be word-processed on the signature line. The posting of the statement with the candidate’s name through the candidate’s email, Blackboard, or TK-20 account t is recognized as the candidate’s signature.

*********
I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.
I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

_________________________    _________________________
Signature                                                                 Date
Course Assignments:

Social Studies/Fine Arts Integrated Lesson Plan  (Major Assessment in TK 20)  (20%)

Candidates will identify a Social Studies TEKS and a Fine Arts TEKS and write a lesson plan using the EC-6 lesson plan template. Candidates will write and subsequently teach this integrated lesson plan for the grade level of their field placement. The lesson plan template and rubric are located on Blackboard (elearn.uta.edu). The lesson must be submitted to Blackboard as well as TK 20 to receive credit for the assignment.

Analytical Rubric (10%)

You are to create a project that will integrate Social Studies content/concepts as well as demonstrate a Fine Arts content/concept. You are to create a page for the assignment including: the TEKS(s) (noting the grade level and content areas for the assignment, the directions for the project, and attach the analytical rubric. You will use this information to create an original Analytical Rubric (not a holistic rubric) for the assignment. You must have at least 4 different criteria for assessment and at least 3 levels performance along with a column for comments. You should make it in the format of a table. You will need to assign point values for each cell or column.

Mini Assignments (30%)

Each week will have assignments designated as “Mini Assignments”. Mini-Assignments may take place in the classroom or online. The assignments include cooperative learning assignments, individual writing assignments, and fine arts assignments. Check the course calendar.

Critique of Live Performance (10%)

This critique is to be of the live performance video in the week 6 Media folder. One should approach a performance with the expectation of being entertained. Just because you are being asked to critique something does NOT mean that you only criticize it. You are to make objective observations of the experience. You should not attempt this critique until after you have read reading assignment in week six as well as reviewed the play presented in the video in the week six media folder.

Prop Box Assignment (10%)

You will need to write an abbreviated lesson plan that includes:
- 2 TEKS (one from Social Studies and one from the Fine Arts) per grade level. (PreK-Grade 6)
- You will need to write 2 behaviorally stated objectives (1 per TEKS) for the grade level with an action verb and criteria for mastery.
- Make a brief statement of an activity (or of how these props will be used) for each grade level that would fit these TEKS.
- Prop boxes will be presented in class.
- References must be included for any sources you consulted and/or used an idea from them. Yes, the TEKS are a resource so everyone should have AT LEAST 1 citation!! The references must be in APA format!

History Study Module Quizzes (10%)
You are to research and find the people, places, and things/concepts listed in the module. You will complete modules related to American history and Texas history. These modules are designed to help you prepare for the Social Studies Core Subject test.

**Grade Calculation:**
Final course grade will be determined based on the *weighted percentages* (not a simple average) of assignments as follows:
- A = 93 – 100
- B = 85 – 92
- C = 77 – 84
- D = 70 – 76
- F = Below 70

<table>
<thead>
<tr>
<th>Point Percentage</th>
<th>Assignment</th>
<th>Assessment Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Social Studies Integrated Lesson Plan and Reflection</td>
<td>Summative</td>
</tr>
<tr>
<td>10</td>
<td>Analytical Rubric</td>
<td>Formative</td>
</tr>
<tr>
<td>30</td>
<td>Classroom and Online Mini Assignments</td>
<td>Formative</td>
</tr>
<tr>
<td>10</td>
<td>Critique of Live Performance</td>
<td>Formative</td>
</tr>
<tr>
<td>10</td>
<td>Prop Box Assignment</td>
<td>Formative</td>
</tr>
<tr>
<td>10</td>
<td>Fine Arts Module Quizzes</td>
<td>Summative &amp; Formative</td>
</tr>
<tr>
<td>10</td>
<td>History Study Module Quizzes</td>
<td>Summative &amp; Formative</td>
</tr>
<tr>
<td><strong>Total 100%</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Weekly Schedule

**Tentative lecture/topic schedule:**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>CLASS ACTIVITIES</th>
<th>ASSIGNMENT DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
<td>Syllabus Review</td>
<td>Academic Integrity statement due on Blackboard</td>
</tr>
<tr>
<td>August 27</td>
<td></td>
<td>TEKS Review</td>
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<tr>
<td>Week 2</td>
<td>History</td>
<td>Cooperative learning activities in history and art</td>
<td>Classroom Mini-Assignments take place weekly in class.</td>
</tr>
<tr>
<td>Sept. 3</td>
<td>Components of Art</td>
<td></td>
<td>You must be <em>present</em> in class to receive a score for these mini-assignments.</td>
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<td></td>
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<td></td>
<td>You will complete a learning log &amp; portfolio activity during class each week.</td>
</tr>
<tr>
<td>Week 3</td>
<td>History/Government Component of Art</td>
<td>Patriots Day Cooperative learning activities Creative Art</td>
<td>Mini-Assignment</td>
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<tr>
<td>Sept 10</td>
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<tr>
<td>Week 4</td>
<td>Citizenship Art</td>
<td>Constitution Day Cooperative learning activities Creative Art</td>
<td>Mini-Assignment</td>
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<tr>
<td>Sept 17</td>
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<tr>
<td>Week 5</td>
<td>Geography Art</td>
<td>Cooperative learning Art history</td>
<td>Mini-Assignment</td>
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<tr>
<td>Sept 24</td>
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<td>Lesson Plan draft due in class</td>
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<tr>
<td>Week 7</td>
<td>Review of TEKS</td>
<td>Columbus Day Review of art strands Discussion board</td>
<td>S.S./Fine Arts Lesson Plan due to Blackboard with Analytical Rubric</td>
</tr>
<tr>
<td>Oct 1.</td>
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<tr>
<td><strong>ONLINE CLASS</strong></td>
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<tr>
<td>Week 8</td>
<td></td>
<td>Cooperative learning</td>
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<tr>
<td>Week</td>
<td>Subject</td>
<td>Lesson</td>
<td>Assignments</td>
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<tr>
<td>Oct. 8</td>
<td>Geography</td>
<td>Introduction to Music</td>
<td>Mini-Assignment</td>
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<tr>
<td></td>
<td>Music</td>
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<tr>
<td>Week 9</td>
<td>Government</td>
<td>Cooperative learning</td>
<td>Mini-Assignment</td>
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<tr>
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<tr>
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The professor reserves the right to modify and or adjust the assignments and/or lecture schedule as deemed necessary or appropriate in order to maximize learning. The Professor will inform students of any changes.

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Texas Essential Knowledge and Skills:

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Subchapter A. Elementary

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

§113.10. Implementation of Texas Essential Knowledge and Skills for Social Studies, Elementary, Beginning with School Year 2011-2012.

The provisions of §§113.11-113.16 of this subchapter shall be implemented by school districts beginning with the 2011-2012 school year.

Source: The provisions of this §113.10 adopted to be effective August 23, 2010, 35 TexReg 7232; amended to be effective October 17, 2011, 36 TexReg 6946.

§113.11. Social Studies, Kindergarten, Beginning with School Year 2011-2012.

(a) Introduction.

(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).

(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 Kindergarten 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, Kindergarten Texas essential knowledge and skills include standards related to this patriotic observance.

(8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

(b) Knowledge and skills.

(1) History. The student understands that holidays are celebrations of special events. The student is expected to:

(A) explain the reasons for national patriotic holidays such as Presidents’ Day, Veterans Day, and
(B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.

(2) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:

(A) identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation; and

(B) identify contributions of patriots and good citizens who have shaped the community.

(3) History. The student understands the concept of chronology. The student is expected to:

(A) place events in chronological order; and

(B) use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow.

(4) Geography. The student understands the concept of location. The student is expected to:

(A) use terms, including over, under, near, far, left, and right, to describe relative location;

(B) locate places on the school campus and describe their relative locations; and

(C) identify tools that aid in determining location, including maps and globes.

(5) Geography. The student understands physical and human characteristics of place. The student is expected to:

(A) identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather; and

(B) identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location.

(6) Economics. The student understands that basic human needs and wants are met in many ways. The student is expected to:

(A) identify basic human needs of food, clothing, and shelter;

(B) explain the difference between needs and wants; and

(C) explain how basic human needs can be met such as through self-producing, purchasing, and trading.

(7) Economics. The student understands the value of jobs. The student is expected to:

(A) identify jobs in the home, school, and community; and

(B) explain why people have jobs.

(8) Government. The student understands the purpose of rules. The student is expected to:

(A) identify purposes for having rules; and

(B) identify rules that provide order, security, and safety in the home and school.

(9) Government. The student understands the role of authority figures. The student is expected to:

(A) identify authority figures in the home, school, and community; and

(B) explain how authority figures make and enforce rules.

(10) Citizenship. The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to:

(A) identify the flags of the United States and Texas;

(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;

(C) identify Constitution Day as a celebration of American freedom; and

(D) use voting as a method for group decision making.

(11) Culture. The student understands similarities and differences among people. The student is expected to:
Social provisions

Variety and Culture. Students understand the importance of family customs and traditions. The student is expected to:

(A) identify similarities and differences among people such as kinship, laws, and religion; and

(B) identify similarities and differences among people such as music, clothing, and food.

Culture. The student understands the importance of family customs and traditions. The student is expected to:

(A) describe and explain the importance of family customs and traditions; and

(B) compare family customs and traditions.

Science, technology, and society. The student understands how technology is used in the home and school and how technology affects people's lives. The student is expected to:

(A) identify examples of technology used in the home and school;

(B) describe how technology helps accomplish specific tasks and meet people's needs; and

(C) describe how his or her life might be different without modern technology.

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

(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music;

(B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts; and

(C) sequence and categorize information.

Social studies skills. The student communicates in oral and visual forms. The student is expected to:

(A) express ideas orally based on knowledge and experiences; and

(B) create and interpret visuals, including pictures and maps.

Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision.

Source: The provisions of this §113.11 adopted to be effective August 23, 2010, 35 TexReg 7232.

§113.12. Social Studies, Grade 1, Beginning with School Year 2011-2012.

(a) Introduction.

(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.
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).

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.

Students must demonstrate learning performance related to any federal and state mandates regarding classroom instruction. Although Grade 1 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 1 Texas essential knowledge and skills include standards related to this patriotic observance.

Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

Knowledge and skills.

History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:

(A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veterans Day; and

(B) compare the observance of holidays and celebrations, past and present.

History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:

(A) identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation;

(B) identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness; and

(C) compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation.

History. The student understands the concepts of time and chronology. The student is expected to:

(A) distinguish among past, present, and future;

(B) describe and measure calendar time by days, weeks, months, and years; and

(C) create a calendar and simple timeline.

Geography. The student understands the relative location of places. The student is expected to:

(A) locate places using the four cardinal directions; and

(B) describe the location of self and objects relative to other locations in the classroom and school.

Geography. The student understands the purpose of maps and globes. The student is expected to:

(A) create and use simple maps such as maps of the home, classroom, school, and community; and

(B) locate the community, Texas, and the United States on maps and globes.

Geography. The student understands various physical and human characteristics. The student is expected to:

(A) identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather;

(B) identify examples of and uses for natural resources in the community, state, and nation; and

(C) identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location.

Economics. The student understands how families meet basic human needs. The student is expected to:

(A) describe ways that families meet basic human needs; and
(8) Economics. The student understands the concepts of goods and services. The student is expected to:
(A) identify examples of goods and services in the home, school, and community;
(B) identify ways people exchange goods and services; and
(C) identify the role of markets in the exchange of goods and services.

(9) Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:
(A) identify examples of people wanting more than they can have;
(B) explain why wanting more than they can have requires that people make choices; and
(C) identify examples of choices families make when buying goods and services.

(10) Economics. The student understands the value of work. The student is expected to:
(A) describe the components of various jobs and the characteristics of a job well performed; and
(B) describe how specialized jobs contribute to the production of goods and services.

(11) Government. The student understands the purpose of rules and laws. The student is expected to:
(A) explain the purpose for rules and laws in the home, school, and community; and
(B) identify rules and laws that establish order, provide security, and manage conflict.

(12) Government. The student understands the role of authority figures, public officials, and citizens. The student is expected to:
(A) identify the responsibilities of authority figures in the home, school, and community;
(B) identify and describe the roles of public officials in the community, state, and nation; and
(C) identify and describe the role of a good citizen in maintaining a constitutional republic.

(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:
(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;
(B) identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship; and
(C) identify other individuals who exemplify good citizenship.

(14) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:
(A) explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo;
(B) recite and explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;
(C) identify anthems and mottoes of Texas and the United States;
(D) explain and practice voting as a way of making choices and decisions;
(E) explain how patriotic customs and celebrations reflect American individualism and freedom; and
(F) identify Constitution Day as a celebration of American freedom.

(15) Culture. The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to:
(A) describe and explain the importance of various beliefs, customs, language, and traditions of families and communities; and
(B) explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities.
(16) Science, technology, and society. The student understands how technology affects daily life, past and present. The student is expected to:

(A) describe how technology changes the ways families live;

(B) describe how technology changes communication, transportation, and recreation; and

(C) describe how technology changes the way people work.

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

(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music;

(B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts; and

(C) sequence and categorize information.

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

(A) express ideas orally based on knowledge and experiences; and

(B) create and interpret visual and written material.

(19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.

Source: The provisions of this §113.12 adopted to be effective August 23, 2010, 35 TexReg 7232.

§113.13. Social Studies, Grade 2, Beginning with School Year 2011-2012.

(a) Introduction.

(1) In Grade 2, students focus on a study of their local community by examining the impact of significant individuals and events on the history of the community as well as on the state and nation. Students begin to develop the concepts of time and chronology. 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 materials 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 identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

(b) Knowledge and skills.

(1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:

(A) explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving; and

(B) identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings.

(2) History. The student understands the concepts of time and chronology. The student is expected to:

(A) describe the order of events by using designations of time periods such as historical and present times;

(B) apply vocabulary related to chronology, including past, present, and future; and

(C) create and interpret timelines for events in the past and present.

(3) History. The student understands how various sources provide information about the past and present. The student is expected to:

(A) identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources; and

(B) describe various evidence of the same time period using primary sources such as photographs, journals, and interviews.

(4) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:

(A) identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation;

(B) identify historical figures such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness; and

(C) explain how people and events have influenced local community history.

(5) Geography. The student uses simple geographic tools such as maps and globes. The student is expected to:

(A) interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys; and

(B) create maps to show places and routes within the home, school, and community.

(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:

(A) identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes;

(B) locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes; and

(C) examine information from various sources about places and regions.

(7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:

(A) describe how weather patterns and seasonal patterns affect activities and settlement patterns;
(B) describe how natural resources and natural hazards affect activities and settlement patterns;

(C) explain how people depend on the physical environment and natural resources to meet basic needs; and

(D) identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns.

(8) Geography. The student understands how humans use and modify the physical environment. The student is expected to:

(A) identify ways in which people have modified the physical environment such as building roads, clearing land for urban development and agricultural use, and drilling for oil;

(B) identify positive and negative consequences of human modification of the physical environment such as the use of irrigation to improve crop yields; and

(C) identify ways people can conserve and replenish natural resources.

(9) Economics. The student understands the value of work. The student is expected to:

(A) explain how work provides income to purchase goods and services; and

(B) explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work.

(10) Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:

(A) distinguish between producing and consuming;

(B) identify ways in which people are both producers and consumers; and

(C) examine the development of a product from a natural resource to a finished product.

(11) Government. The student understands the purpose of governments. The student is expected to:

(A) identify functions of governments such as establishing order, providing security, and managing conflict;

(B) identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community; and

(C) describe how governments tax citizens to pay for services.

(12) Government. The student understands the role of public officials. The student is expected to:

(A) name current public officials, including mayor, governor, and president;

(B) compare the roles of public officials, including mayor, governor, and president;

(C) identify ways that public officials are selected, including election and appointment to office; and

(D) identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions.

(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:

(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;

(B) identify historical figures such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers, and Sojourner Truth who have exemplified good citizenship;

(C) identify other individuals who exemplify good citizenship; and

(D) identify ways to actively practice good citizenship, including involvement in community service.

(14) Citizenship. The student identifies customs, symbols, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:

(A) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;

(B) identify selected patriotic songs, including "The Star Spangled Banner" and "America the Beautiful";
(C) identify selected symbols such as state and national birds and flowers and patriotic symbols such as the U.S. and Texas flags and Uncle Sam; and

(D) identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.

(15) Culture. The student understands the significance of works of art in the local community. The student is expected to:

(A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage; and

(B) explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage.

(16) Culture. The student understands ethnic and/or cultural celebrations. The student is expected to:

(A) identify the significance of various ethnic and/or cultural celebrations; and

(B) compare ethnic and/or cultural celebrations.

(17) Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to:

(A) describe how science and technology change communication, transportation, and recreation; and

(B) explain how science and technology change the ways in which people meet basic needs.

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

(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music;

(B) obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts;

(C) use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate information;

(D) sequence and categorize information; and

(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.

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

(A) express ideas orally based on knowledge and experiences; and

(B) create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.

(20) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.

Source: The provisions of this §113.13 adopted to be effective August 23, 2010, 35 TexReg 7232.


(a) Introduction.

(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.

(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women’s suffrage movement.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

(8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

(b) Knowledge and skills.

(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:

(A) describe how individuals, events, and ideas have changed communities, past and present;

(B) identify individuals, including Pierre-Charles L’Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities; and

(C) describe how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Oñate, have contributed to the expansion of existing communities or to the creation of new communities.

(2) History. The student understands common characteristics of communities, past and present. The student is expected to:

(A) identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being;

(B) identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation; and

(C) compare ways in which various other communities meet their needs.
History. The student understands the concepts of time and chronology. The student is expected to:

(A) use vocabulary related to chronology, including past, present, and future times;
(B) create and interpret timelines; and
(C) apply the terms year, decade, and century to describe historical times.

Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:

(A) describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards;
(B) identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains;
(C) describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape;
(D) describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape; and
(E) identify and compare the human characteristics of various regions.

Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:

(A) use cardinal and intermediate directions to locate places on maps and globes such as the Rocky Mountains, the Mississippi River, and Austin, Texas, in relation to the local community;
(B) use a scale to determine the distance between places on maps and globes;
(C) identify and use the compass rose, grid system, and symbols to locate places on maps and globes; and
(D) create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system.

Economics. The student understands the purposes of earning, spending, saving, and donating money. The student is expected to:

(A) identify ways of earning, spending, saving, and donating money; and
(B) create a simple budget that allocates money for spending, saving, and donating.

Economics. The student understands the concept of the free enterprise system. The student is expected to:

(A) define and identify examples of scarcity;
(B) explain the impact of scarcity on the production, distribution, and consumption of goods and services; and
(C) explain the concept of a free market as it relates to the U.S. free enterprise system.

Economics. The student understands how businesses operate in the U.S. free enterprise system. The student is expected to:

(A) identify examples of how a simple business operates;
(B) explain how supply and demand affect the price of a good or service;
(C) explain how the cost of production and selling price affect profits;
(D) explain how government regulations and taxes impact consumer costs; and
(E) identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, who have started new businesses.

Government. The student understands the basic structure and functions of various levels of government. The student is expected to:

(A) describe the basic structure of government in the local community, state, and nation;
(B) identify local, state, and national government officials and explain how they are chosen;
(C) identify services commonly provided by local, state, and national governments; and

(D) explain how local, state, and national government services are financed.

(10) Government. The student understands important ideas in historical documents at various levels of government. The student is expected to:

(A) identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights; and

(B) describe and explain the importance of the concept of "consent of the governed" as it relates to the functions of local, state, and national government.

(11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:

(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;

(B) identify historical figures such as Helen Keller and Clara Barton and contemporary figures such as Ruby Bridges and military and first responders who exemplify good citizenship; and

(C) identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting.
(12) Citizenship. The student understands the impact of individual and group decisions on communities in a constitutional republic. The student is expected to:

(A) give examples of community changes that result from individual or group decisions;

(B) identify examples of actions individuals and groups can take to improve the community; and

(C) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.

(13) Culture. The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to:

(A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities; and

(B) compare ethnic and/or cultural celebrations in the local community with other communities.

(14) Culture. The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to:

(A) identify and compare the heroic deeds of state and national heroes, including Hector P. Garcia and James A. Lovell, and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John “Danny” Olivas, and other contemporary heroes; and

(B) identify and analyze the heroic deeds of individuals, including military and first responders such as the Four Chaplains.

(15) Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to:

(A) identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley and their stories, poems, statues, and paintings and other examples of cultural heritage from various communities; and

(B) explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings and other examples of cultural heritage to various communities.

(16) Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student is expected to:

(A) identify scientists and inventors, including Jonas Salk, Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, and Louis Pasteur; and

(B) identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.

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

(A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources;

(B) sequence and categorize information;

(C) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting;

(D) use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information;

(E) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps; and

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

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

(A) express ideas orally based on knowledge and experiences;

(B) use technology to create written and visual material such as stories, poems, pictures, maps,
and graphic organizers to express ideas; and
(C) use standard grammar, spelling, sentence structure, and punctuation.

(19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:
(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and
(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Source: The provisions of this §113.14 adopted to be effective August 23, 2010, 35 TexReg 7232.

§113.15. Social Studies, Grade 4, Beginning with School Year 2011-2012.
(a) Introduction.

(1) In Grade 4, students examine the history of Texas from the early beginnings to the present within the context of influences of North America. Historical content focuses on Texas history, including the Texas Revolution, establishment of the Republic of Texas, and subsequent annexation to the United States. Students discuss important issues, events, and individuals of the 19th, 20th, and 21st centuries. Students conduct a thorough study of regions in Texas and North America resulting from human activity and from physical features. The location, distribution, and patterns of economic activities and settlement in Texas further enhance the concept of regions. Students describe how early American Indians in Texas and North America met their basic economic needs. Students identify motivations for European exploration and colonization and reasons for the establishment of Spanish settlements and missions. Students explain how American Indians governed themselves and identify characteristics of Spanish colonial and Mexican governments in Texas. Students recite and explain the meaning of the Pledge to the Texas Flag. Students identify the contributions of people of various racial, ethnic, and religious groups to Texas and describe the impact of science and technology on life in the state. Students use critical-thinking skills to identify cause-and-effect relationships, compare and contrast, and make generalizations and predictions.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as documents, biographies, novels, speeches, letters, poetry, songs, and artworks is encouraged. Where appropriate, local topics should be included. 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.

(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.
(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

(8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

(b) Knowledge and skills.

(1) History. The student understands the origins, similarities, and differences of American Indian groups in Texas and North America before European exploration. The student is expected to:

(A) explain the possible origins of American Indian groups in Texas and North America;

(B) identify American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano;

(C) describe the regions in which American Indians lived and identify American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo; and

(D) compare the ways of life of American Indian groups in Texas and North America before European exploration.

(2) History. The student understands the causes and effects of European exploration and colonization of Texas and North America. The student is expected to:

(A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion;

(B) identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas;

(C) explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandón;

(D) identify Texas’ role in the Mexican War of Independence and the war’s impact on the development of Texas; and

(E) identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martin de León, on the settlement of Texas.

(3) History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:

(A) analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto;

(B) summarize the significant contributions of individuals such as Texians William B. Travis, James Bowie, David Crockett, George Childress, and Sidney Sherman; Tejanos Juan Antonio Padilla, Carlos Espalier, Juan N. Seguin, Plácido Benavides, and José Francisco Ruiz; Mexicans Antonio López de Santa Anna and Vicente Filisola; and non-combatants Susanna Dickinson and Enrique Esparza;

(C) identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones;

(D) describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers; and

(E) explain the events that led to the annexation of Texas to the United States, including the impact of the U.S.-Mexican War.

(4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:

(A) describe the impact of the Civil War and Reconstruction on Texas;

(B) explain the growth, development, and impact of the cattle industry, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson;

(C) identify the impact of railroads on life in Texas, including changes to cities and major industries; and
(D) examine the effects upon American Indian life resulting from changes in Texas, including the Red River War, building of U.S. forts and railroads, and loss of buffalo.

(5) History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:

(A) identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II;

(B) explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Pattillo Higgins; and

(C) identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodríguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals.

(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and

(B) translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.

(7) Geography. The student understands the concept of regions. The student is expected to:

(A) describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity;

(B) identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate, and vegetation; and

(C) compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) with regions of the United States and other parts of the world.

(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

(A) identify and explain clusters and patterns of settlement in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II;

(B) describe and explain the location and distribution of various towns and cities in Texas, past and present; and

(C) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present.

(9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:

(A) describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams;

(B) identify reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities; and

(C) compare the positive and negative consequences of human modification of the environment in Texas, past and present, both governmental and private, such as economic development and the impact on habitats and wildlife as well as air and water quality.

(10) Economics. The student understands the basic economic activities of early societies in Texas and North America. The student is expected to:

(A) explain the economic activities various early American Indian groups in Texas and North America used to meet their needs and wants such as farming, trading, and hunting; and

(B) explain the economic activities early immigrants to Texas used to meet their needs and wants.

(11) Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:

(A) describe the development of the free enterprise system in Texas;

(B) describe how the free enterprise system works, including supply and demand; and
(C) give examples of the benefits of the free enterprise system such as choice and opportunity.

(12) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:
(A) explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services;
(B) explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas;
(C) analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas;
(D) describe the impact of mass production, specialization, and division of labor on the economic growth of Texas;
(E) explain how developments in transportation and communication have influenced economic activities in Texas; and
(F) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.

(13) Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to:
(A) identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world; and
(B) identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world; and
(C) explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world.

(14) Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:
(A) compare how various American Indian groups such as the Caddo and the Comanche governed themselves; and
(B) identify and compare characteristics of the Spanish colonial government and the early Mexican governments and their influence on inhabitants of Texas.

(15) Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to:
(A) identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and other documents such as the Meusebach-Comanche Treaty; and
(B) identify and explain the basic functions of the three branches of government according to the Texas Constitution; and
(C) identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week).

(16) Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:
(A) explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the San Jacinto Monument, the Alamo, and various missions;
(B) sing or recite “Texas, Our Texas”;
(C) recite and explain the meaning of the Pledge to the Texas Flag; and
(D) describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.

(17) Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:
(A) identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll;
(B) explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects;
(C) explain the duty of the individual in state and local elections such as being informed and voting;

(D) identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Ann Richards, Sam Rayburn, Henry B. González, James A. Baker III, Wallace Jefferson, and other local individuals; and

(E) explain how to contact elected and appointed leaders in state and local governments.

(18) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

(A) identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States; and

(B) identify leadership qualities of state and local leaders, past and present.

(19) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to:

(A) identify the similarities and differences among various racial, ethnic, and religious groups in Texas;

(B) identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, and Fiesta San Antonio; and

(C) summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe.

(20) Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:

(A) identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions;

(B) describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas; and

(C) predict how future scientific discoveries and technological innovations might affect life in Texas.

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

(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;

(D) identify different points of view about an issue, topic, historical event, or current event; and

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

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

(A) use social studies terminology correctly;

(B) incorporate main and supporting ideas in verbal and written communication;

(C) express ideas orally based on research and experiences;

(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and

(E) use standard grammar, spelling, sentence structure, and punctuation.

(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and
(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Source: The provisions of this §113.15 adopted to be effective August 23, 2010, 35 TexReg 7232.

§113.16. Social Studies, Grade 5, Beginning with School Year 2011-2012.

(a) Introduction.

(1) In Grade 5, students survey the history of the United States from 1565 to the present. Historical content includes the colonial period, the American Revolution, the establishment of the U.S. Constitution and American identity, westward expansion, the Civil War and Reconstruction, immigration and industrialization, and the 20th and 21st centuries. Students study a variety of regions in the United States that result from physical features and human activity and identify how people adapt to and modify the environment. Students explain the characteristics and benefits of the free enterprise system and describe economic activities in the United States. Students identify the roots of representative government in this nation as well as the important ideas in the Declaration of Independence and the U.S. Constitution. Students study the fundamental rights guaranteed in the Bill of Rights. Students examine the importance of effective leadership in a constitutional republic and identify important leaders in the national government. Students recite and explain the meaning of the Pledge of Allegiance to the United States Flag. Students describe the cultural impact of various racial, ethnic, and religious groups in the nation and identify the accomplishments of notable individuals in the fields of science and technology. Students explain symbols, traditions, and landmarks that represent American beliefs and principles. Students use critical-thinking skills to sequence, categorize, and summarize information and to draw inferences and conclusions.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as documents, biographies, novels, speeches, letters, 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.

(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness;--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

(8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.
(b) Knowledge and skills.

(1) History. The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine. The student is expected to:
(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain; and
(B) describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams.

(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:
(A) identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party;
(B) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period; and
(C) summarize the results of the American Revolution, including the establishment of the United States and the development of the U.S. military.

(3) History. The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established. The student is expected to:
(A) identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation; and
(B) identify the contributions of individuals, including James Madison, and others such as George Mason, Charles Pinckney, and Roger Sherman who helped create the U.S. Constitution.

(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:
(A) describe the causes and effects of the War of 1812;
(B) identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States;
(C) identify reasons people moved west;
(D) identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny;
(E) identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution;
(F) explain how industry and the mechanization of agriculture changed the American way of life; and
(G) identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups.

(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:
(A) analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions;
(B) analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election; and
(C) identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, César Chávez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics.

(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and
(B) translate geographic data into a variety of formats such as raw data to graphs and maps.
(7) Geography. The student understands the concept of regions in the United States. The student is expected to:

(A) describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity;

(B) describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains;

(C) locate on a map important political features such as the ten largest urban areas in the United States, the 50 states and their capitals, and regions such as the Northeast, the Midwest, and the Southwest; and

(D) locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains.

(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

(A) identify and describe the types of settlement and patterns of land use in the United States;

(B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present; and

(C) analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present.

(9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:

(A) describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs; and

(B) analyze the positive and negative consequences of human modification of the environment in the United States, past and present.

(10) Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:

(A) explain the economic patterns of early European colonists; and

(B) identify major industries of colonial America.

(11) Economics. The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:

(A) describe the development of the free enterprise system in colonial America and the United States;

(B) describe how the free enterprise system works in the United States; and

(C) give examples of the benefits of the free enterprise system in the United States.

(12) Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:

(A) explain how supply and demand affects consumers in the United States; and

(B) evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States.

(13) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:

(A) compare how people in different parts of the United States earn a living, past and present;

(B) identify and explain how geographic factors have influenced the location of economic activities in the United States;

(C) analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States;

(D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States; and

(E) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.

(14) Government. The student understands the organization of governments in colonial America. The student is
expected to:

(A) identify and compare the systems of government of early European colonists, including representative government and monarchy; and

(B) identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.

(15) Government. The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:

(A) identify the key elements and the purposes and explain the importance of the Declaration of Independence;

(B) explain the purposes of the U.S. Constitution as identified in the Preamble; and

(C) explain the reasons for the creation of the Bill of Rights and its importance.

(16) Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:

(A) identify and explain the basic functions of the three branches of government;

(B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and

(C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system.

(17) Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to:

(A) explain various patriotic symbols, including Uncle Sam, and political symbols such as the donkey and elephant;

(B) sing or recite "The Star-Spangled Banner" and explain its history;

(C) recite and explain the meaning of the Pledge of Allegiance to the United States Flag;

(D) describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day; and

(E) explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore.

(18) Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:

(A) explain the duty individuals have to participate in civic affairs at the local, state, and national levels; and

(B) explain how to contact elected and appointed leaders in local, state, and national governments.

(19) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

(A) explain the contributions of the Founding Fathers to the development of the national government;

(B) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and

(C) identify and compare leadership qualities of national leaders, past and present.

(20) Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to:

(A) describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney; and

(B) describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens.

(21) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:
identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, "Yankee Doodle," and "Paul Revere's Ride; and

explain how examples of art, music, and literature reflect the times during which they were created.

Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:

(A) identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States;

(B) describe customs and traditions of various racial, ethnic, and religious groups in the United States; and

(C) summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.

Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:

(A) identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong;

(B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program;

(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States; and

(D) predict how future scientific discoveries and technological innovations could affect society in the United States.

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

(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

(D) identify different points of view about an issue, topic, or current event; and

(E) identify the historical context of an event.

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

(A) use social studies terminology correctly;

(B) incorporate main and supporting ideas in verbal and written communication;

(C) express ideas orally based on research and experiences;

(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and

(E) use standard grammar, spelling, sentence structure, and punctuation.

Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Source: The provisions of this §113.16 adopted to be effective August 23, 2010, 35 TexReg 7232.
Chapter 117. Texas Essential Knowledge and Skills for Fine Arts

Subchapter A. Elementary

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

§117.1. Implementation of Texas Essential Knowledge and Skills for Fine Arts, Elementary.

The provisions of this subchapter shall supersede §75.31(a)-(l) of this title (relating to Fine Arts) beginning September 1, 1998.

Source: The provisions of this §117.1 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.2. Art, Kindergarten.

(a) Introduction.

(1) Four basic strands—perception, creative expression/performance, historical and cultural heritage, and critical evaluation—provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

(b) Knowledge and skills.

(1) Perception. The student develops and organizes ideas from the environment. The student is expected to:

(A) glean information from the environment, using the five senses; and

(B) identify colors, textures, forms, and subjects in the environment.

(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) create artworks, using a variety of colors, forms, and lines;

(B) arrange forms intuitively to create artworks; and

(C) develop manipulative skills when drawing, painting, printmaking, and constructing artworks, using a variety of materials.

(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) identify simple subjects expressed in artworks;

(B) share ideas about personal artworks and the work of others, demonstrating respect for differing opinions; and

(C) relate art to everyday life.

(4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

(A) express ideas about personal artworks; and

(B) express ideas about original artworks, portfolios, and exhibitions by peers and artists.

Source: The provisions of this §117.2 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.3. Music, Kindergarten.

(a) Introduction.

(1) Four basic strands—perception, creative expression/performance, historical and cultural heritage, and critical evaluation—provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.
(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

(b) Knowledge and skills.

(1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:
   (A) identify the difference between the singing and speaking voice; and
   (B) identify the timbre of adult voices and instruments.

(2) Creative expression/performance. The student performs a varied repertoire of music. The student is expected to:
   (A) sing or play classroom instruments independently or in a group; and
   (B) sing songs from diverse cultures and styles or play such songs on musical instruments.

(3) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:
   (A) sing songs and play musical games from different cultures; and
   (B) identify simple relationships between music and other subjects.

(4) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:
   (A) identify steady beat in musical performances; and
   (B) identify higher/lower, louder/softer, faster/slower, and same/different in musical performances.

Source: The provisions of this §117.3 adopted to be effective September 1, 1998, 22 TexReg 4943.

§ 117.4. Theatre, Kindergarten.

(a) Introduction.

(1) Four basic strands—perception, creative expression/performance, historical and cultural heritage, and critical evaluation—provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.

(2) Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation are important in further developing judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.

(b) Knowledge and skills.

(1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:
   (A) develop self-awareness through dramatic play;
   (B) explore space, using expressive movement;
   (C) imitate sounds; and
   (D) imitate and recreate objects in dramatic play.

(2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:
   (A) demonstrate safe use of movement and voice;
   (B) assume roles through imitation and recreation;
   (C) identify the characteristics of dramatic play; and
   (D) participate in dramatic play.

(3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
(A) create playing space, using simple materials;
(B) create costumes, using simple materials;
(C) plan dramatic play; and
(D) cooperate with others in dramatic play.

(4) Historical/cultural heritage. The student relates theatre to history, society, and culture. The student is expected to:
(A) play and replay real and imaginative situations of various cultures; and
(B) play and replay stories from American history.

(5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
(A) begin to identify appropriate audience behavior;
(B) respond to dramatic activities;
(C) demonstrate awareness of the use of music, creative movement, and visual components in dramatic play; and
(D) observe the performance of artists and identify theatrical vocations.

Source: The provisions of this §117.4 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.5. Art, Grade 1.

(a) Introduction.

(1) Four basic strands—perception, creative expression/performance, historical and cultural heritage, and critical evaluation—provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

(b) Knowledge and skills.

(1) Perception. The student develops and organizes ideas from the environment. The student is expected to:
(A) identify similarities, differences, and variations among subjects, using the senses; and
(B) identify color, texture, form, line, and emphasis in nature and in the human-made environment.

(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:
(A) invent images that combine a variety of colors, forms, and lines;
(B) place forms in orderly arrangement to create designs; and
(C) increase manipulative skills, using a variety of materials to produce drawings, paintings, prints, and constructions.

(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:
(A) identify simple ideas expressed in artworks through different media;
(B) select artworks that show families and groups; and
(C) identify the use of art in everyday life.

(4) Response/evaluation. The student makes informed judgments about personal artworks and the works of others. The student is expected to:
(A) express ideas about personal artworks; and
(a) Introduction.

(1) Four basic strands—perception, creative expression/performance, historical and cultural heritage, and critical evaluation—provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

(b) Knowledge and skills.

(1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

(A) identify voices and selected instruments from various musical families;
(B) use basic music terminology in describing musical sounds; and
(C) identify repetition and contrast in music examples.

(2) Creative expression/performance. The student performs a varied repertoire of music. The student is expected to:

(A) sing or play a classroom instrument independently or in groups; and
(B) sing songs from diverse cultures and styles or play such songs on a musical instrument.

(3) Creative expression/performance. The student reads and writes music notation. The student is expected to:

(A) read simple examples of music notation; and
(B) write simple examples of music notation.

(4) Creative expression/performance. The student creates and arranges music within specified guidelines. The student is expected to:

(A) create short rhythmic patterns; and
(B) create short melodic patterns.

(5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:

(A) sing songs and play musical games from diverse cultures; and
(B) identify simple relationships between music and other subjects.

(6) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:

(A) distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower, and same/different in musical performances; and
(B) begin to practice appropriate audience behavior during live performances.

Source: The provisions of this §117.6 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.7. Theatre, Grade 1.
(a) Introduction.

(1) Four basic strands—perception, creative expression/performance, historical and cultural heritage, and critical evaluation—provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.
(2) Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.

(b) Knowledge and skills.

(1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:
   (A) develop confidence and self-awareness through dramatic play;
   (B) develop spatial awareness in dramatic play, using expressive and rhythmic movement;
   (C) imitate actions and sounds; and
   (D) imitate and create animate and inanimate objects in dramatic play.

(2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:
   (A) demonstrate safe use of movement and voice;
   (B) assume roles through imitation;
   (C) dramatize limited-action stories; and
   (D) dramatize poems and songs.

(3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
   (A) select aspects of the environment for use in dramatic play;
   (B) adapt the environment for dramatic play, using simple materials;
   (C) plan dramatic play; and
   (D) cooperate with others in dramatic play.

(4) Historical/cultural heritage. The student relates theatre to history, society, and culture. The student is expected to:
   (A) imitate life experiences from various historical periods in dramatic play; and
   (B) identify diverse cultural dimensions in dramatic play.

(5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
   (A) identify appropriate audience behavior;
   (B) respond to and begin to evaluate dramatic activities;
   (C) identify the use of music, creative movement, and visual components in dramatic play; and
   (D) observe the performance of artists and identify theatrical vocations.

Source: The provisions of this §117.7 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.8. Art, Grade 2.

(a) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

(b) Knowledge and skills.

(1) Perception. The student develops and organizes ideas from the environment. The student is expected to:
$\textbf{117.8}$

Creative expression/Performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) express ideas and feelings in artworks, using a variety of colors, forms, and lines;

(B) create effective compositions, using design elements and principles; and

(C) identify and practice skills necessary for producing drawings, paintings, prints, constructions, and modeled forms, using a variety of art materials.

$\textbf{117.9. Music, Grade 2.}$

(a) Introduction.

(1) Four basic strands—perception, creative expression/performance, historical and cultural heritage, and critical evaluation—provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

(b) Knowledge and skills.

(1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

(A) identify instruments visually and aurally;

(B) use music terminology to explain sounds and performances; and

(C) identify music forms such as AB and ABA.

(D) Creative expression/performance. The student performs a varied repertoire of music. The student is expected to: sing or play a classroom instrument independently or in groups; and

(E) sing songs from diverse cultures and styles or play such songs on a musical instrument.

(2) Creative expression/performance. The student reads and writes music notation. The student is expected to:

(A) read and write simple music notation, using a system (letters, numbers, syllables); and

(B) read and write music that incorporates basic rhythmic patterns in simple meters.

(3) Creative expression/performance. The student creates and arranges music within specified guidelines. The student is expected to:

(A) create rhythmic phrases; and

(B) create melodic phrases.

(4) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is
expected to:

(A) identify music from various periods of history and culture;
(B) sing songs and play musical games from diverse cultures; and
(C) identify relationships between music and other subjects.

(5) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:

(A) distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower, and same/different in musical performances; and
(B) show appropriate audience behavior during live performances.

Source: The provisions of this §117.9 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.10. Theatre, Grade 2.

(a) Introduction.

(1) Four basic strands—perception, creative expression/performance, historical and cultural heritage, and critical evaluation—provide broad, unifying structures for organizing knowledge and skills. Students are expected to acquire. Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.

(2) Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.

(b) Knowledge and skills.

(1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:

(A) react to sensory experiences;
(B) expand spatial awareness in dramatic play, using expressive and rhythmic movement;
(C) participate in dramatic play, using actions, sounds, and dialogue; and
(D) role-play, imitate, and recreate dialogue.

(2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:

(A) demonstrate safe use of movement and voice;
(B) role-play in real life and imaginative situations through narrative pantomime, dramatic play, and story dramatization;
(C) create dramatizations of limited-action stories, using simple pantomime and puppetry; and
(D) dramatize poems and songs, using simple pantomime and puppetry.

(3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

(A) select aspects of the environment for use in dramatic play;
(B) adapt the environment for dramatic play, using simple materials;
(C) plan dramatic play; and
(D) cooperate and interact with others in dramatic play.

(4) Historical/cultural heritage. The student relates theatre to history, society, and culture. The student is expected to:

(A) imitate life experiences from various historical periods in dramatic play; and
(B) identify diverse cultural dimensions in dramatic play.

(5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:

(A) identify and apply appropriate audience behavior;
(B) react to and begin to evaluate dramatic activities;
(C) employ music, creative movement, and visual components in dramatic play; and
(D) observe the performance of artists and identify theatrical vocations.

Source: The provisions of this §117.10 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.11. Art, Grade 3.

(a) Introduction.

(1) Four basic strands—perception, creative expression/performance, historical and cultural heritage, and critical evaluation—provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

(b) Knowledge and skills.

(1) Perception. The student develops and organizes ideas from the environment. The student is expected to:

(A) identify sensory knowledge and life experiences as sources for ideas about visual symbols, self, and life events; and

(B) identify art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity in artworks.

(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) create artworks based on personal observations and experiences;

(B) develop a variety of effective compositions, using design skills; and

(C) produce drawings, paintings, prints, constructions, ceramics, and fiberart, using a variety of art materials appropriately.

(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) compare content in artworks from the past and present for various purposes such as telling stories and documenting history and traditions;

(B) compare selected artworks from different cultures; and

(C) relate art to different kinds of jobs in everyday life.

(4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

(A) identify general intent and expressive qualities in personal artworks; and

(B) apply simple criteria to identify main ideas in original artworks, portfolios, and exhibitions by peers and major artists.

Source: The provisions of this §117.11 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.12. Music, Grade 3.

(a) Introduction.

(1) Four basic strands—perception, creative expression/performance, historical and cultural heritage, and critical evaluation—provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.
(b) Knowledge and skills.

(1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:
   (A) categorize a variety of musical sounds, including children's and adults' voices; woodwind, brass, string, percussion, keyboard, and electronic instruments; and instruments from various cultures;
   (B) use music terminology in explaining sound, music, music notation, musical instruments and voices, and musical performances; and
   (C) identify music forms presented aurally such as AB, ABA, and rondo.

(2) Creative expression/performance. The student performs a varied repertoire of music. The student is expected to:
   (A) sing or play a classroom instrument independently or in groups; and
   (B) sing songs from diverse cultures and styles or play such songs on a musical instrument.

(3) Creative expression/performance. The student reads and writes music notation. The student is expected to:
   (A) read music notation, using a system (letters, numbers, syllables);
   (B) write music notation, using a system (letters, numbers, syllables);
   (C) read and write music that incorporates basic rhythmic patterns in simple meters; and
   (D) identify music symbols and terms referring to dynamics and tempo.

(4) Creative expression/performance. The student creates and arranges music within specified guidelines. The student is expected to:
   (A) create rhythmic phrases; and
   (B) create melodic phrases.

(5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:
   (A) identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures;
   (B) perform songs and musical games from diverse cultures; and
   (C) describe relationships between music and other subjects.

(6) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:
   (A) define basic criteria for evaluating musical performances; and
   (B) exhibit audience etiquette during live performances.

Source: The provisions of this §117.12 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.13. Theatre, Grade 3.

(a) Introduction.

(1) Four basic strands—perception, creative expression/performance, historical and cultural heritage, and critical evaluation—provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.

(2) Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.

(b) Knowledge and skills.

(1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:
   (A) react to sensory and emotional experiences;
   (B) create playing space, using expressive and rhythmic movement;
(C) respond to sound, music, images, and the written word with voice and movement and participate in dramatic play, using actions, sounds, and dialogue; and

(D) reflect the environment, portray character, and demonstrate actions in classroom dramatizations.

(2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:

(A) demonstrate safe use of movement and voice;
(B) participate in a variety of roles in real life and imaginative situations through narrative pantomime, dramatic play, and story dramatization;
(C) dramatize literary selections, using shadow play and puppetry; and
(D) dramatize literary selections, using pantomime and imitative dialogue.

(3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

(A) identify technical theatre elements;
(B) begin to use simple technical theatre elements;
(C) plan dramatic play; and
(D) cooperate and interact with others in dramatic play.

(4) Historical/cultural heritage. The student relates theatre to history, society, and culture. The student is expected to:

(A) illustrate similarities and differences in life and theatre through dramatic play; and
(B) reflect historical and diverse cultural influences in dramatic activities.

(5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:

(A) evaluate and apply appropriate audience behavior consistently;
(B) evaluate simple dramatic activities and performances;
(C) incorporate music, movement, and visual components in dramatic play; and
(D) observe the performance of amateur and professional artists and begin to compare vocations in theatre.

Source: The provisions of this §117.13 adopted to be effective September 1, 1998, 22 TexReg 4943.


(a) Introduction.

(1) Four basic strands—perception, creative expression/performance, historical and cultural heritage, and critical evaluation—provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

(b) Knowledge and skills.

(1) Perception. The student develops and organizes ideas from the environment. The student is expected to:

(A) communicate ideas about self, family, school, and community, using sensory knowledge and life experiences; and

(B) choose appropriate vocabulary to discuss the use of art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity.

(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of
media with appropriate skill. The student is expected to:

(A) integrate a variety of ideas about self, life events, family, and community in original artworks;
(B) design original artworks; and
(C) invent ways to produce artworks and to explore photographic imagery, using a variety of art media and materials.

(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) identify simple main ideas expressed in art;
(B) compare and contrast selected artworks from a variety of cultural settings; and
(C) identify the roles of art in American society.

(4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

(A) describe intent and form conclusions about personal artworks; and
(B) interpret ideas and moods in original artworks, portfolios, and exhibitions by peers and others.

Source: The provisions of this §117.14 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.15. Music, Grade 4.

(a) Introduction.

(1) Four basic strands—perception, creative expression/performance, historical and cultural heritage, and critical evaluation—provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

(b) Knowledge and skills.

(1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

(A) categorize a variety of musical sounds, including children's and adults' voices; woodwind, brass, string, percussion, keyboard, and electronic instruments; and instruments of various cultures;
(B) use standard terminology in explaining music, music notation, musical instruments and voices, and musical performances; and
(C) identify music forms presented aurally such as AB, ABA, and rondo.

(2) Creative expression/performance. The student performs a varied repertoire of music. The student is expected to:

(A) sing or play a classroom instrument independently or in groups; and
(B) sing songs from diverse cultures and styles or play such songs on a musical instrument.

(3) Creative expression/performance. The student reads and writes music notation. The student is expected to:

(A) read and write music notation, using a system (letters, numbers, syllables);
(B) incorporate basic rhythmic patterns in simple meters in musical compositions; and
(C) identify music symbols and terms referring to dynamics and tempo, interpreting them appropriately when performing.

(4) Creative expression/performance. The student creates and arranges music within specified guidelines. The student is expected to:

(A) create rhythmic and melodic phrases; and
(B) create simple accompaniments.
Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:

(A) identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures;
(B) perform music and movement from diverse cultures;
(C) perform music representative of American and Texas heritage; and
(D) identify connections between music and the other fine arts.

Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:

(A) apply basic criteria in evaluating musical performances and compositions;
(B) justify, using music terminology, personal preferences for specific music works and styles; and
(C) practice concert etiquette as an actively involved listener during live performances.

Source: The provisions of this §117.15 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.16. Theatre, Grade 4.

(a) Introduction.

(1) Four basic strands—perception, creative expression/performance, historical and cultural heritage, and critical evaluation—provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.

(2) Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation promote thinking and further discriminating judgment, developing students that are appreciative and evaluative consumers of live theatre, film, television, and other technologies.

(b) Knowledge and skills.

(1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:

(A) relate sensory and emotional responses to theatre;
(B) develop body awareness and spatial perceptions, using rhythmic and expressive movement;
(C) respond to sounds, music, images, and the written word, using movement;
(D) express emotions and ideas, using interpretive movements, sounds, and dialogue;
(E) imitate and synthesize life experiences in dramatic play; and
(F) represent environment, characterization, and actions.

(2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:

(A) demonstrate safe use of the voice and body;
(B) describe clearly characters, their relationships, and their surroundings;
(C) develop characters and assume roles in short improvised scenes, using imagination, personal experiences, heritage, literature, and history; and
(D) dramatize literary selections in unison, pairs, and groups and create simple stories collaboratively through imaginative play in improvisations and story dramatizations, describing the characters, their relationships, and their environments and demonstrating a logical connection of events.

(3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

(A) demonstrate the safe use of props, costumes, and visual elements, defining character, environment, action, and theme;
(B) alter space to create suitable environments for play-making;
(C) plan brief dramatizations collaboratively; and
(D) interact cooperatively with others in brief dramatizations.

(4) Historical/cultural heritage. The student relates theatre to history, society, and culture. The student is expected to:

(A) explain theatre as a reflection of life in particular times, places, and cultures; and
(B) identify the role of live theatre, film, television, and electronic media in American society.

(5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:

(A) identify and apply appropriate audience behavior at performances;
(B) define visual, aural, oral, and kinetic aspects of informal play-making and formal theatre and discuss these aspects as found in art, dance, and music;

(C) compare and contrast the ways ideas and emotions are depicted in art, dance, music, and theatre and select movement, music, or visual elements to enhance classroom dramatizations; and

(D) compare theatre artists and their contributions.

Source: The provisions of this §117.16 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.17. Art, Grade 5.

(a) Introduction.

(1) Four basic strands—perception, creative expression/performance, historical and cultural heritage, and critical evaluation—provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

(b) Knowledge and skills.

(1) Perception. The student develops and organizes ideas from the environment. The student is expected to:

(A) communicate ideas about feelings, self, family, school, and community, using sensory knowledge and life experiences; and

(B) identify in artworks that color, texture, form, line, space, and value are basic art elements and that the principles such as emphasis, pattern, rhythm, balance, proportion, and unity serve as organizers.

(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

(A) combine information from direct observation, experience, and imagination to express ideas about self, family, and community;

(B) compare relationships between design and everyday life; and

(C) create original artworks and explore photographic imagery, using a variety of art materials and media appropriately.

(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

(A) compare artworks from several national periods, identifying similarities and differences;

(B) compare cultural themes honoring history and traditions in American and other artworks; and

(C) identify the use of art skills in a variety of jobs.

(4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

(A) analyze personal artworks to interpret meaning; and

(B) analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about properties.

Source: The provisions of this §117.17 adopted to be effective September 1, 1998, 22 TexReg 4943.

§117.18. Music, Grade 5.

(a) Introduction.

(1) Four basic strands—perception, creative expression/performance, historical and cultural heritage, and critical evaluation—provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.
(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

(b) Knowledge and skills.

(1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

(A) distinguish among a variety of musical timbres;
(B) use standard terminology in explaining music, music notation, musical instruments and voices, and musical performances; and
(C) identify a variety of music forms such as AB, ABA, rondo, and theme and variations.

(2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music. The student is expected to:

(A) perform independently, with accurate intonation and rhythm, demonstrating fundamental and basic performance techniques;
(B) perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures; and
(C) demonstrate appropriate small- and large-ensemble performance techniques during formal and informal concerts.

(3) Creative expression/performance. The student reads and writes music notation. The student is expected to:

(A) read standard notation;
(B) use standard symbols to notate meter, rhythm, and pitch in simple patterns (manuscript or computer-generated);
(C) read and write music that incorporates rhythmic patterns in various meters; and
(D) identify music symbols and terms referring to dynamics, tempo, and articulation.

(4) Creative expression/performance. The student creates and arranges music within specified guidelines. The student is expected to:

(A) create rhythmic and melodic phrases; and
(B) create/arrange simple accompaniments.

(5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:

(A) identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures;
(B) describe various music vocations and avocations;
(C) perform music and movement from diverse cultures;
(D) perform music representative of American and Texas heritage; and
(E) identify concepts taught in the other fine arts and their relationships to music concepts.

(6) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:

(A) apply criteria in evaluating musical performances and compositions;
(B) evaluate, using music terminology, personal preferences for specific music works and styles; and
(C) exhibit concert etiquette as an actively involved listener during varied live performances.

Source: The provisions of this §117.18 adopted to be effective September 1, 1998, 22 TexReg 4943.

§ 117.19. Theatre, Grade 5.

(a) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing knowledge and skills. Students are
expected to acquire. Through perceptual studies, students increase their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.

(2) Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies.

(b) Knowledge and skills.

(1) Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. The student is expected to:

(A) develop characterization, using sensory and emotional recall;
(B) develop body awareness and spatial perceptions, using pantomime;
(C) respond to sounds, music, images, and the written word, using movement;
(D) express emotions and relate ideas, using interpretive movement and dialogue;
(E) integrate life experiences in dramatic play; and
(F) portray environment, characterization, and actions.

(2) Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations. The student is expected to:

(A) demonstrate safe use of the voice and body;
(B) describe characters, their relationships, and their surroundings in detail;
(C) select movements and portray a character, using dialogue appropriately; and
(D) dramatize literary selections in pairs and various groupings and create simple stories collaboratively in improvisations and story dramatizations, describing the characters, their relationships, and their environments and demonstrating a logical connection of events.

(3) Creative expression/performance. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

(A) define character, environment, action, and theme, using props, costumes, and visual elements;
(B) alter space appropriately to create a suitable environment for play-making;
(C) plan brief dramatizations collaboratively; and
(D) interact cooperatively with others in brief dramatizations.

(4) Historical/cultural heritage. The student relates theatre to history, society, and culture. The student is expected to:

(A) relate theatre to life in particular times, places, and cultures; and
(B) analyze the role of live theatre, film, television, and electronic media in American society.

(5) Response/evaluation. The student responds to and evaluates theatre and theatrical performances. The student is expected to:

(A) analyze and apply appropriate audience behavior at a variety of performances;
(B) define visual, aural, oral, and kinetic aspects of informal play-making and formal theatre and describe these components in art, dance, and music;
(C) compare and contrast ideas and emotions depicted in theatre, dance, music, and art and select and explain the use of movement, music, or visual elements to enhance classroom dramatizations; and
(D) analyze and compare theatre artists and their contributions.

Chapter 116. Texas Essential Knowledge and Skills for Physical Education Subchapter A.

Elementary
§116.1. Implementation of Texas Essential Knowledge and Skills for Physical Education, Elementary.

The provisions of this subchapter shall supersede §§75.30(a)-(l) of this title (relating to Physical Education) beginning September 1, 1998.

Source: The provisions of this §116.1 adopted to be effective September 1, 1998, 22 TexReg 7759.

§116.2. Physical Education, Kindergarten.

(a) Introduction.

(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

(2) In Grades K-2, children learn fundamental movement skills and begin to understand how the muscles, bones, heart, and lungs function in relation to physical activity. Students begin to develop a vocabulary for movement and apply concepts dealing with space and body awareness. Students are engaged in activities that develop basic levels of strength, endurance, and flexibility. In addition, students learn to work safely in group and individual movement settings. A major objective is to present activities that complement their natural inclination to view physical activity as challenging and enjoyable.

(3) The focus for kindergarten students is on learning basic body control while moving in a variety of settings. Students become aware of strength, endurance and flexibility in different parts of their bodies and begin to learn ways to increase health-related fitness.

Knowledge and skills.

(K.1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms.

The student is expected to:

(A) travel in different ways in a large group without bumping into others or falling;
(B) demonstrate clear contrasts between slow and fast movement when traveling;
(C) demonstrate non-locomotor (axial) movements such as bend and stretch;
(D) maintain balance while bearing weight on a variety of body parts;
(E) walk forward and sideways the length of a beam without falling;
(F) demonstrate a variety of relationships such as under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of;
(G) roll sideways (right or left) without hesitating; and
(H) toss a ball and catch it before it bounces twice.

(K.2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

(A) identify selected body parts such as head, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes; and
(B) demonstrate movement forms of various body parts such as head flexion, extension, and rotation.

(K.3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:

(A) describe and select physical activities that provide opportunities for enjoyment and challenge;
(B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;
(C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk;
(D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping; and
(E) describe the benefits from involvement in daily physical activity such as feel better and sleep better.

(K.4) Physical activity and health. The student knows the benefits from being involved in daily physical activity and factors that affect physical performance.
The student is expected to:

(A) observe and describe the immediate effect of physical activity on the heart and breathing rate and perspiration;
(B) locate the lungs and explain their purpose; and
(C) state that rest and sleep are important in caring for the body.

(K.5) **Physical activity and health.** The student understands safety practices associated with physical activity and space. The student is expected to:

(A) use equipment and space properly;
(B) know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity;
(C) explain how proper shoes and clothing promotes safe play and prevent injury;
(D) explain appropriate water safety rules such as never swim alone, never run around pools, look before you jump, enter feet first, and know the role of the lifeguard; and
(E) explain appropriate reactions during emergencies in physical activities.

(K.6) **Social development.** The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:

(A) respond appropriately to starting and stopping signals; and
(B) demonstrate the ability to play within boundaries during games and activities.

(K.7) **Social development.** The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

(A) follow rules, procedures, and safe practices;
(B) work in a group setting in cooperation with others; and
(C) share space and equipment with others.

*Source: The provisions of this §116.2 adopted to be effective September 1, 1998, 22 TexReg 7759.*

**§116.3. Physical Education, Grade 1.**

(a) **Introduction.**

(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

(2) First grade students continue to develop basic body control, fundamental movement skills, and health-related fitness components such as strength, endurance, and flexibility. Students can state key performance cues for basic movement patterns such as throwing and catching. Students continue to learn rules and procedures for simple games and apply safety practices associated with physical activities.

(b) **Knowledge and skills.**

(1.1) **Movement.** The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:

(A) demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low;
(B) demonstrate proper foot patterns in hopping, jumping, skipping, leaping, galloping, and sliding;
(C) demonstrate control in balancing and traveling activities;
(D) demonstrate the ability to work with a partner such as leading and following;
(E) clap in time to a simple rhythmic beat;
(F) create and imitate movement in response to selected rhythms;
(G) jump a long rope; and
(H) demonstrate on key elements in overhand throw, underhand throw, and catch.

(1.2) **Movement.** The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

(A) recognize that motor skill development requires correct practice; and

(B) demonstrate a base of support and explain how it affects balance.

(1.3) **Physical activity and health.** The student exhibits a health-enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:

(A) describe and select physical activities that provide opportunities for enjoyment and challenge;

(B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;

(C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk; and

(D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.

(1.4) **Physical activity and health.** The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to:

(A) distinguish between active and inactive lifestyles;

(B) describe the location and function of the heart;

(C) describe how muscles and bones work together to produce movement;

(D) describe food as a source of energy; and

(E) explain the negative effects of smoking, lack of sleep, and poor dietary habits on physical performance and on the body.

(1.5) **Physical activity and health.** The student knows and applies safety practices associated with physical activities. The student is expected to:

(A) use equipment and space safely and properly;

(B) describe the importance of protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing;

(C) describe how to protect himself/herself from harmful effects of the sun;

(D) list water safety rules and demonstrate simple extension rescue; and

(E) describe and demonstrate appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions, and calling 911.

(1.6) **Social development.** The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:

(A) demonstrate starting and stopping signals; and

(B) explain boundaries and rules for simple games.

(1.7) **Social development.** The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

(A) follow directions and apply safe movement practices;

(B) interact, cooperate, and respect others; and

(C) Resolve conflicts in socially acceptable ways such as talking and asking the teacher for help.

Source: The provisions of this §116.3 adopted to be effective September 1, 1998, 22 TexReg 7759.

§116.4. **Physical Education, Grade 2.**

(a) **Introduction.**

(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the
that affect physical activity and health throughout the lifespan.

(2) Second grade students learn to demonstrate key elements of fundamental movement skills and mature form in locomotive skills. Students learn to describe the function of the heart, lungs, and bones as they relate to movement. Students are introduced to basic concepts of health promotion such as the relationship between a physically-active lifestyle and the health of the heart. Students learn to work in a group and demonstrate the basic elements of socially responsible conflict resolution.

(b) Knowledge and skills.

(2.1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms.

The student is expected to:

(A) travel independently in a large group while safely and quickly changing speed and direction;

(B) demonstrate skills of chasing, fleeing, and dodging to avoid or catch others;

(C) combine shapes, levels, and pathways into simple sequences;

(D) demonstrate mature form in walking, hopping, and skipping;

(E) demonstrate balance in symmetrical and non-symmetrical shapes from different basis of support;

(F) demonstrate a variety of relationships in dynamic movement situations such as under, over, behind, next to, through, right, left, up, or down;

(G) demonstrate simple stunts that exhibit personal agility such as jumping-one and two foot takeoffs and landing with good control;

(H) demonstrate smooth transition from one body part to the next in rolling activities such as side roll, log roll, balance/curl, and roll/balance in a new position;

(I) demonstrate control weight transfers such as feet to hands with controlled landing and feet to back;

(J) demonstrate the ability to mirror a partner;

(K) walk in time to a 4/4 underlying beat;

(L) perform rhythmic sequences such as simple folk, creative, and ribbon routines;

(M) jump a self-turned rope repeatedly; and

(N) demonstrate on cue key elements of hand dribble, foot dribble, kick and strike such as striking balloon or ball with hand.

(2.2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

(A) recognize that attention to the feeling of movement is important in motor skill development; and

(B) identify similar movement concepts and terms in a variety of skills such as straddle position, ready position, and bending knees to absorb force.

(2.3) Physical activity and health. The student exhibits a health enhancing physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:

(A) describe and select physical activities that provide opportunities for enjoyment and challenge;

(B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;

(C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk; and

(D) lift and support his/her weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.

(2.4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.

The student is expected to:

(A) identify how regular physical activity strengthens the heart, lungs, and muscular system;

(B) describe how the blood carries oxygen and nutrients through the body;

(C) identify foods that enhance a healthy heart;

(D) explain the need for foods as a source of nutrients that provide energy for physical activity;
(E) describe the negative effects of smoking on the lungs and the ability to exercise; and

(F) describe the need for rest and sleep in caring for the body.

(2.5) Physical activity and health. The student knows and applies safety practices associated with physical activities.

The student is expected to:

(A) use equipment and space safely and properly;

(B) select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing;

(C) list the effects the sun has on the body and describe protective measures such as sunscreen, hat, and long sleeves;

(D) list water safety rules and describe their importance;

(E) identify safe cycling and road practices; and

(F) describe appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911.
(2.6) **Social development.** The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:

(A) identify goals to be accomplished during simple games such as not getting tagged; and

(B) identify strategies in simple games and activities such as dodging to avoid being tagged.

(2.7) **Social development.** The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

(A) display good sportsmanship; and

(B) treat others with respect during play.

Source: The provisions of this §116.4 adopted to be effective September 1, 1998, 22 TexReg 7759.

§ 116.5. **Physical Education, Grade 3.**

(a) **Introduction.**

(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

(2) In Grades 3-5, students continue to develop strength, endurance, and flexibility. Students can demonstrate mature form in fundamental locomotor and manipulative skills and can often maintain that form while participating in dynamic game situations. Identifying personal fitness goals for themselves and beginning to understand how exercise affects different parts of the body is an important part of the instructional process.

(3) In Grade 3, students begin to learn and demonstrate more mature movement forms. Students also learn age-specific skills and the health benefits of physical activity. Students begin to learn game strategies, rules, and etiquette.

(b) **Knowledge and skills.**

(3.1) **Movement.** The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:

(A) travel in forward, sideways, and backwards and change direction quickly and safely in dynamic situations;

(B) demonstrate proper form and smooth transitions during combinations of fundamental locomotor and body control skills such as running and jumping safely in dynamic situations;

(C) demonstrate mature form in jogging, running, and leaping;

(D) demonstrate moving in and out of a balanced position with control;

(E) demonstrate proper body alignment in lifting, carrying, pushing, and pulling;

(F) demonstrate control and appropriate form such as curved position and protection of neck in rolling activities such as forward roll, shoulder roll, and safety rolls;

(G) transfer on and off equipment with good body control such as boxes, benches, stacked mats, horizontal bar, and balance beam;

(H) clap echoes in a variety of one measure rhythmic patterns;

(I) demonstrate various step patterns and combinations of movement in repeatable sequences; and

(J) demonstrate key elements in manipulative skills such as underhand throw, overhand throw, catch and kick such as position your side to the target.

(3.2) **Movement.** The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

(A) identify similar positions in a variety of movements such as straddle positions, ready position, and bending knees to absorb force; and

(B) know that practice, attention and effort are required to improve skills.

(3.3) **Physical activity and health.** The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to:

(A) describe and select physical activities that provide for enjoyment and challenge;

(B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate,
breathing rate, and perspiration;

(C) participate in appropriate exercises for developing flexibility;

(D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping; and

(E) identify opportunities for participation in physical activity in the community such as little league and parks and recreation.
(3.4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.

The student is expected to:

(A) describe the long term effects of physical activity on the heart;

(B) distinguish between aerobic and anaerobic activities;

(C) identify foods that increase or reduce bodily functions; and

(D) identify principles of good posture and its impact on physical activity.

(3.5) Physical activity and health. The student understands and applies safety practices associated with physical activities.

The student is expected to:

(A) use equipment safely and properly;

(B) select and use proper attire that promotes participation and prevents injury;

(C) identify and apply safety precautions when walking, jogging, and skateboarding; and

(D) identify exercise precautions such as awareness of temperature and weather conditions and need for warm-up and cool-down activities.

(3.6) Social development. The student understands basic components such as strategies and rules of structured physical activities including but not limited to, games, sports, dance, and gymnastics. The student is expected to:

(A) identify components of games that can be modified to make the games and participants more successful; and

(B) explain the importance of basic rules in games and activities.

(3.7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

(A) follow rules, procedures, and etiquette;

(B) persevere when not successful on the first try in learning movement skills; and

(C) accept and respect differences and similarities in physical abilities of self and others.

Source: The provisions of this §116.5 adopted to be effective September 1, 1998, 22 TexReg 7759.


(a) Introduction.

(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

(2) Fourth grade students learn to identify the components of health-related fitness. Students combine locomotor and manipulative skills in dynamic situations with body control. Students begin to identify sources of health fitness information and continue to learn about appropriate clothing and safety precautions in exercise settings.

(b) Knowledge and skills.

(4.1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms.

The student is expected to:

(A) demonstrate changes in speed during straight, curved, and zig zag pathways in dynamic situations;

(B) catch an object while traveling such as catch a football pass on the run;

(C) combine shapes, levels, pathways, and locomotor patterns smoothly into repeatable sequences;

(D) jump and land for height and distance using key elements for creating and absorbing force such as bending knees, swinging arms, and extending;

(E) perform sequences that include traveling, showing good body control combined with stationary balances on various body parts;
demonstrate body control in jumping and landing such as land on feet, bend knees, and absorb force;

transfer weight along and over equipment with good body control;

create a movement sequence with a beginning, middle, and end;

perform basic folk dance steps such as grapevine, schottische, and step-together-step;

to travel into and out of a rope turned by others without hesitating; and

demonstrate key elements in manipulative skills such as volleying, hand dribble, foot dribble, punt, striking with body part, racquet, or bat.

(4.2) **Movement.** The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

(A) identify similar movement elements in sports skills such as underhand throwing and underhand volleyball serving;

(B) identify ways movement concepts such as time, space, effort, and relationships can be used to refine movement skills;

(C) make appropriate changes in performance based on feedback; and

(D) describe key elements of mature movement patterns of throw for distance or speed such as catch, kick, strike, and jump.

(4.3) **Physical activity and health.** The student exhibits a health-enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to:

(A) describe and select physical activities that provide for enjoyment and challenge;

(B) name the components of health-related fitness such as strength, endurance, and flexibility;

(C) identify and demonstrate a variety of exercises that promote flexibility;

(D) improve flexibility in shoulders, trunk, and legs;

(E) participate in activities that develop and maintain muscular strength and endurance; and

(F) identify opportunities for participation in physical activity in the community such as little league and parks and recreation.

(4.4) **Physical activity and health.** The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to:

(A) describe the effects of exercise on heart rate through the use of manual pulse checking or heart rate monitors;

(B) participate in moderate to vigorous physical activities on a daily basis;

(C) identify methods for measuring cardiovascular endurance, muscular strength and endurance, and flexibility;

(D) identify major muscle groups and the movements they cause;

(E) describe the relationship between food intake and physical activity such as calories consumed and calories expended;

(F) explain the link between physical activity/inactivity and health such as reduce stress and burn calories;

(G) explain the relationship between physical activity and stress relief and demonstrate stress relief activities such as brisk walking, gentle stretching, and muscle tension and release;

(H) describe the need for rest and sleep in recovering from exercise; and

(I) identify sources of information on skill improvement, fitness, and health such as books and technology.

(4.5) **Physical activity and health.** The student understands and applies safety practices associated with physical activities. The student is expected to:

(A) use equipment safely and properly;

(B) select and use proper attire that promotes participation and prevents injury;

(C) describe and apply safety precautions when cycling and skating; and

(D) identify potential risks associated with physical activities.

(4.6) **Social development.** The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics. The student is expected to:

(A) distinguish between compliance and noncompliance with rules and regulations; and

(B) analyze potential risks associated with unsafe movement and improper use of equipment.

(4.7) **Social development.** The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

(A) follow rules, procedures, and etiquette;
§116.7. Physical Education, Grade 5.

(a) Introduction.

(1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

(2) Fifth grade students demonstrate competence such as improved accuracy in manipulative skills in dynamic situations. Basic skills such as jumping rope, moving to a beat, and catching and throwing should have been mastered in previous years and can now be used in game-like situations. Students continue to assume responsibility for their own safety and the safety of others. Students can match different types of physical activities to health-related fitness components and explain ways to improve fitness based on the principle of frequency, intensity, and time. Students continue to learn the etiquette of participation and can resolve conflicts during games and sports in acceptable ways.

(b) Knowledge and skills.

(5.1) Movement. The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms. The student is expected to:

(A) demonstrate appropriate use of levels in dynamic movement situations such as jumping high for a rebound and bending knees and lowering center of gravity when guarding an opponent;

(B) demonstrate smooth combinations of fundamental locomotor skills such as running and dodging and hop-step-jump;

(C) demonstrate attention to form, power, accuracy, and follow-through in performing movement skills;

(D) demonstrate controlled balance on a variety of objects such as balance board, stilts, scooters, and skates;

(E) demonstrate simple stunts that exhibit agility such as jumping challenges with proper landings;

(F) combine traveling and rolling with smooth transitions;

(G) combine weight transfer and balance on mats and equipment;

(H) demonstrate the ability to contrast a partner’s movement;

(I) perform selected folk dances;

(J) jump a rope using various rhythms and foot patterns repeatedly;

(K) demonstrate competence in manipulative skills in dynamic situations such as overhand throw, catch, shooting, hand dribble, foot dribble, kick, and striking activities such as hitting a softball; and

(L) demonstrate combinations of locomotor and manipulative skills in complex and/or game-like situations such as pivoting and throwing, twisting and striking, and running and catching.

(5.2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

(A) identify common phases such as preparation, movement, follow through, or recovery in a variety of movement skills such as tennis serve, handstand, and free throw;

(B) identify the importance of various elements of performance for different stages during skill learning such as form, power, accuracy, and consistency; and

(C) choose appropriate drills/activities to enhance the learning of a specific skill.

(5.3) Physical activity and health. The student exhibits a health-enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to:

(A) participate in moderate to vigorous physical activities on a daily basis that develop health-related fitness;

(B) identify appropriate personal fitness goals in each of the components of health-related fitness; and

(C) explain the value of participation in community physical activities such as little league and parks and recreation.

Source: The provisions of this §116.6 adopted to be effective September 1, 1998, 22 TexReg 7759.
(5.4) **Physical activity and health.** The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.

The student is expected to:

(A) relate ways that aerobic exercise strengthens and improves the efficiency of the heart and lungs;
(B) self-monitor the heart rate during exercise;
(C) match different types of physical activity with health-related fitness components;
(D) define the principle of frequency, intensity, and time and describe how to incorporate these principles to improve fitness;
(E) describe the structure and function of the muscular and skeletal system as they relate to physical performance such as muscles pull on bones to cause movement, muscles work in pairs, and muscles work by contracting and relaxing;
(F) identify the relationship between optimal body function and a healthy eating plan such as eating a variety of foods in moderation according to U.S. dietary guidelines;
(G) describe common skeletal problems and their effect on the body such as spinal curvatures;
(H) describe the changes that occur in the cardiorespiratory system as a result of smoking and how those changes affect the ability to perform physical activity; and
(I) describe how movement and coordination are affected by alcohol and other drugs.

(5.5) **Physical activity and health.** The student understands and applies safety practices associated with physical activities.

The student is expected to:

(A) use equipment safely and properly;
(B) select and use proper attire that promotes participation and prevents injury;
(C) describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity; and
(D) identify potentially dangerous exercises and their adverse effects on the body.

(5.6) **Social development.** The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.

The student is expected to:

(A) describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as basic positions—goalie, offense, or defense; and
(B) explain the concept and importance of team work.

(5.7) **Social development.** The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.

The student is expected to:

(A) follow rules, procedures, and etiquette;
(B) use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm, identifying the problem, listening to others, generating solutions, or choosing a solution that is acceptable to all; and
(C) describe how physical activity with a partner or partners can increase motivation and enhance safety.

*Source: The provisions of this §116.7 adopted to be effective September 1, 1998, 22 TexReg 7759.*
The conceptual framework of the UT Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the University, PK-12 districts, higher education institutions, and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the premise that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This premise is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values, and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Framework consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners:

- The first core value, **Professionalism**, represents the contention that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to excel in job performance.

- The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.
The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK-20 students, curricula, faculty, and other professionals.

The additional three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:

- **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.

- **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.

- **Technology** is emphasized throughout all programs and is used to support and improve content delivery and student learning.

All components lead to the achievement of one goal—the development of informed and responsible Partners for the Future—who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.