Texas Essential Knowledge and Skills – Kindergarten

§110.2. English Language Arts and Reading, Kindergarten.

(a) Introduction.

(1) In Kindergarten, students engage in many activities that help them develop their oral language skills and help them begin to read and write. Kindergarten students take part in language activities that extend their vocabulary and conceptual knowledge. Students learn to follow directions and develop the language of schooling. Students discuss the meanings of words from familiar and conceptually challenging selections read aloud. Students express themselves in complete thoughts. In Kindergarten, students listen to a wide variety of children's literature, including selections from classic and contemporary works. Students also listen to nonfiction and informational material. Students learn to listen attentively and ask and respond to questions and retell stories. Students know simple story structure and distinguish fiction from nonfiction. Kindergarten students identify and write the letters of the alphabet. Students learn that individual letters are different from printed words, that words have spaces between them, and that print is read from left-to-right and from top-to-bottom. Through meaningful and organized activities, Kindergarten students learn that spoken language is composed of sequences of sounds. Students learn to segment and identify the sounds in spoken words. Students name each letter of the alphabet, begin to associate spoken sounds with the letter or letters that represent them, and begin to use this knowledge to read words and simple stories. In Kindergarten, students write the letters of the alphabet, their names, and other words. Initially, students dictate messages and stories for others to write. Students begin to use their knowledge of sounds and letters to write by themselves.

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

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

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

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

(b) Knowledge and skills.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

§111.12. Mathematics, Kindergarten.

(a) Introduction.

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

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

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

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

(b) Knowledge and skills.

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

The student is expected to:

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

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

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

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

The student is expected to:

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

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

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

The student is expected to:

(A) share a whole by separating it into two equal parts; and

(B) explain why a given part is half of the whole.

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

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

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

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

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

The student is expected to:

(A) use patterns to predict what comes next, including cause-and-effect relationships; and

(B) count by ones to 100.

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

The student is expected to:

(A) describe one object in relation to another using informal language such as over, under, above, and below; and

(B) place an object in a specified position.

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

The student is expected to:

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

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

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

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

The student is expected to:

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

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

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

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

The student is expected to:

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

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

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

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

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

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

The student is expected to:

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

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

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

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

The student is expected to:

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

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

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

The student is expected to:

(A) identify mathematics in everyday situations;

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

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

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

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

The student is expected to:

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

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

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

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

§112.2. Science, Kindergarten.

(a) Introduction.

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

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

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

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

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

(b) Knowledge and skills.

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

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

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

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

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

(B) plan and conduct simple descriptive investigations;

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

(D) construct reasonable explanations using information; and

(E) communicate findings about simple investigations.

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

(A) make decisions using information;

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

(C) explain a problem in his/her own words and propose a solution.

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

(A) identify and use senses as tools of observation; and

(B) make observations using tools including hand lenses, balances, cups, bowls, and computers.

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

(A) describe properties of objects and characteristics of organisms;

(B) observe and identify patterns including seasons, growth, and day and night and predict what happens next; and

(C) recognize and copy patterns seen in charts and graphs.

(6) Science concepts. The student knows that systems have parts and are composed of organisms and objects. The student is expected to:

(A) sort organisms and objects into groups according to their parts and describe how the groups are formed;

(B) record observations about parts of plants including leaves, roots, stems, and flowers;

(C) record observations about parts of animals including wings, feet, heads, and tails;

(D) identify parts that, when separated from the whole, may result in the part or the whole not working, such as cars without wheels and plants without roots; and

(E) manipulate parts of objects such as toys, vehicles, or construction sets that, when put together, can do things they cannot do by themselves.

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

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

(B) identify that heat causes change, such as ice melting or the Sun warming the air and compare objects according to temperature;

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

(D) observe and record stages in the life cycle of organisms in their natural environment.

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

(A) identify a particular organism or object as living or nonliving; and

(B) group organisms and objects as living or nonliving.

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

(A) identify basic needs of living organisms;

(B) give examples of how living organisms depend on each other; and

(C) identify ways that the Earth can provide resources for life.

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

(A) observe and describe properties of rocks, soil, and water; and

(B) give examples of ways that rocks, soil, and water are useful.

§113.2. Social Studies, Kindergarten.

(a) Introduction.

(1) In Kindergarten, the focus is on the self, home, family, and classroom. The study of our state and national heritage begins with an examination of the celebration of patriotic holidays and the contributions of historical people. The concept of chronology is introduced. Students discuss geographic concepts of location and physical and human characteristics of places. Students are introduced to the basic human needs of food, clothing, and shelter and to ways that people meet these needs. Students learn the purpose of rules and the role of authority figures in the home and school. Students learn customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. Students compare family customs and traditions and describe examples of technology in the home and school. Students acquire information from a variety of oral and visual sources.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies; folktales, myths, and legends; and poetry, songs, and artworks is encouraged. Selections may include You're a Grand Old Flag and a children's biography of George Washington. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the geography and social studies skills strands in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.

(4) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic values of our state and nation as referenced in the Texas Education Code, §28.002(h).

(b) Knowledge and skills.

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

(A) explain the reasons for national patriotic holidays such as Presidents' Day and Independence Day; and

(B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.

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

(A) identify the contributions of historical figures such as Stephen F. Austin and George Washington who helped to shape our state and nation; and

(B) identify ordinary people who have shaped the community.

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

(A) place events in chronological order; and

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

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

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

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

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

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

(B) identify the human characteristics of places such as types of houses and ways of earning a living.

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

(A) identify basic human needs; and

(B) explain how basic human needs of food, clothing, and shelter can be met.

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

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

(B) explain why people have jobs.

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

(A) identify purposes for having rules; and

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

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

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

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

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

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

(B) recite the Pledge of Allegiance; and

(C) explain the use of voting as a method for group decision making.

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

(A) identify personal attributes common to all people such as physical characteristics; and

(B) identify differences among people.

(12) Culture. The student understands how people learn about themselves through family customs and traditions. The student is expected to:

(A) identify family customs and traditions and explain their importance;

(B) compare family customs and traditions; and

(C) describe customs of the local community.

(13) Science, technology, and society. The student understands ways technology is used in the home and school. The student is expected to:

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

(B) describe how technology helps accomplish specific tasks.

(14) Science, technology, and society. The student understands ways in which technology has changed how people live. The student is expected to:

(A) describe how his or her life might be different without modern technology; and

(B) list ways in which technology meets people's needs.

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

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

(B) obtain information about a topic using a variety of visual sources such as pictures, symbols, television, maps, computer images, print material, and artifacts;

(C) sequence and categorize information; and

(D) identify main ideas from oral, visual, and print sources.

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

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

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

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

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

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

§114.2. Languages Other Than English, Elementary.

School districts are strongly encouraged to offer languages other than English in the elementary grades. For districts that offer languages in elementary, the essential knowledge and skills are those designated as Levels I and II - novice progress checkpoint, exploratory languages, and cultural and linguistic topics in Subchapter C of this chapter (relating to Texas Essential Knowledge and Skills for Languages Other Than English).

§115.2. Health Education, Kindergarten.

(a) Introduction.

(1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.

(2) Kindergarten students are taught basic factors that contribute to health literacy. Students learn about their bodies and the behaviors necessary to protect them and keep them healthy. Students also understand how to seek help from parents and other trusted adults.

(b) Knowledge and skills.

(1) Health behaviors. The student recognizes that personal health decisions and behaviors affect health throughout life. The student is expected to:

(A) identify and practice personal health habits that help individuals stay healthy such as a proper amount of sleep and clean hands;

(B) identify types of foods that help the body grow such as healthy breakfast foods and snacks; and

(C) identify types of exercise and active play that are good for the body.

(2) Health behaviors. The student understands that behaviors result in healthy or unhealthy conditions throughout the life span. The student is expected to:

(A) identify the purpose of protective equipment such as a seat belt and a bicycle helmet;

(B) identify safe and unsafe places to play such as a back yard and a street;

(C) name the harmful effects of tobacco, alcohol, and other drugs;

(D) identify ways to avoid harming oneself or another person;

(E) practice safety rules during physical activity such as water safety and bike safety;

(F) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult;

(G) demonstrate procedures for responding to emergencies including dialing 911; and

(H) name objects that may be dangerous such as knives, scissors, and screwdrivers and tell how they can be harmful.

(3) Health behaviors. The student demonstrates decision-making skills for making health-promoting decisions. The student is expected to:

(A) demonstrate how to seek the help of parents/guardians and other trusted adults in making decisions and solving problems; and

(B) plan a healthy meal and/or snack.

(4) Health information. The student knows the basic structures and functions of the human body and how they relate to personal health. The student is expected to:

(A) name the five senses;

(B) name major body parts and their functions; and

(C) name and demonstrate good posture principles such as standing straight with shoulders back.

(5) Health information. The student understands how to recognize health information. The student is expected to:

(A) name people who can provide helpful health information such as parents, doctors, teachers, and nurses; and

(B) explain the importance of health information.

(6) Influencing factors. The student understands the difference between being sick and being healthy. The student is expected to:

(A) tell how germs cause illness and disease in people of all ages;

(B) name symptoms of common illnesses and diseases;

(C) explain practices used to control the spread of germs such as washing hands; and

(D) discuss basic parts of the body's defense system against germs such as the skin.

(7) Influencing factors. The student understands that various factors influence personal health. The student is expected to:

(A) tell how weather affects individual health such as dressing for warmth, protecting skin from the sun, and keeping classrooms and homes warm and cool; and

(B) identify ways to prevent the transmission of head lice such as sharing brushes and caps.

(8) Personal/interpersonal skills. The student understands ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

(A) recognize and describe individual differences and communicate appropriately with all individuals;

(B) explain the importance of showing consideration and respect for parents, grandparents, other family members, friends, and other individuals; and

(C) recognize and explain the importance of manners and rules for healthy communication.

(9) Personal/interpersonal skills. The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to:

(A) identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling an adult if he/she is threatened; and

(B) demonstrate skills for making new acquaintances.

§116.2. Physical Education, Kindergarten.

(a) Introduction.

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

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

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

(b) Knowledge and skills.

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

(A) travel in different ways in a large group without bumping into others or falling;

(B) demonstrate clear contrasts between slow and fast movement when traveling;

(C) demonstrate non-locomotor (axial) movements such as bend and stretch;

(D) maintain balance while bearing weight on a variety of body parts;

(E) walk forward and sideways the length of a beam without falling;

(F) demonstrate a variety of relationships such as under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of;

(G) roll sideways (right or left) without hesitating; and

(H) toss a ball and catch it before it bounces twice.

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

(A) identify selected body parts such as head, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes; and

(B) demonstrate movement forms of various body parts such as head flexion, extension, and rotation.

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

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

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

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

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

(E) describe the benefits from involvement in daily physical activity such as feel better and sleep better.

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

(A) observe and describe the immediate effect of physical activity on the heart and breathing rate and perspiration;

(B) locate the lungs and explain their purpose; and

(C) state that rest and sleep are important in caring for the body.

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

(A) use equipment and space properly;

(B) know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity;

(C) explain how proper shoes and clothing promotes safe play and prevent injury;

(D) explain appropriate water safety rules such as never swim alone, never run around pools, look before you jump, enter feet first, and know the role of the lifeguard; and

(E) explain appropriate reactions during emergencies in physical activities.

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

(A) respond appropriately to starting and stopping signals; and

(B) demonstrate the ability to play within boundaries during games and activities.

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

(A) follow rules, procedures, and safe practices;

(B) work in a group setting in cooperation with others; and

(C) share space and equipment with others.

§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.

§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.

§117.4. Theatre, Kindergarten.

(a) Introduction.

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

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

(b) Knowledge and skills.

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

(A) develop self-awareness through dramatic play;

(B) explore space, using expressive movement;

(C) imitate sounds; and

(D) imitate and recreate objects in dramatic play.

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

(A) demonstrate safe use of movement and voice;

(B) assume roles through imitation and recreation;

(C) identify the characteristics of dramatic play; and

(D) participate in dramatic play.

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

(A) create playing space, using simple materials;

(B) create costumes, using simple materials;

(C) plan dramatic play; and

(D) cooperate with others in dramatic play.

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

(A) play and replay real and imaginative situations of various cultures; and

(B) play and replay stories from American history.

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

(A) begin to identify appropriate audience behavior;

(B) respond to dramatic activities;

(C) demonstrate awareness of the use of music, creative movement, and visual components in dramatic play; and

(D) observe the performance of artists and identify theatrical vocations.

§126.2. Technology Applications, Kindergarten-Grade 2.

(a) Introduction.

(1) The technology applications curriculum has four strands: foundations, information acquisition, work in solving problems, and communication.

(2) Through the study of technology applications foundations, including technology-related terms, concepts, and data input strategies, students learn to make informed decisions about technologies and their applications. The efficient acquisition of information includes the identification of task requirements; the plan for using search strategies; and the use of technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Students will analyze and evaluate the results.

(b) Knowledge and skills.

(1) Foundations. The student demonstrates knowledge and appropriate use of hardware components, software programs, and their connections. The student is expected to:

(A) use technology terminology appropriate to the task;

(B) start and exit programs as well as create, name, and save files; and

(C) use networking terminology such as on-line, network, or password and access remote equipment on a network such as a printer.

(2) Foundations. The student uses data input skills appropriate to the task. The student is expected to:

(A) use a variety of input devices such as mouse, keyboard, disk drive, modem, voice/sound recorder, scanner, digital video, CD-ROM, or touch screen;

(B) use proper keyboarding techniques such as correct hand and body positions and smooth and rhythmic keystroke patterns as grade-level appropriate;

(C) demonstrate touch keyboarding techniques for operating the alphabetic, numeric, punctuation, and symbol keys as grade-level appropriate;

(D) produce documents at the keyboard, proofread, and correct errors; and

(E) use language skills including capitalization, punctuation, spelling, word division, and use of numbers and symbols as grade-level appropriate.

(3) Foundations. The student complies with the laws and examines the issues regarding the use of technology in society. The student is expected to:

(A) follow acceptable use policies when using computers; and

(B) model respect of intellectual property by not illegally copying software or another individual's electronic work.

(4) Information acquisition. The student uses a variety of strategies to acquire information from electronic resources, with appropriate supervision. The student is expected to:

(A) apply keyword searches to acquire information; and

(B) select appropriate strategies to navigate and access information for research and resource sharing.

(5) Information acquisition. The student acquires electronic information in a variety of formats, with appropriate supervision. The student is expected to:

(A) acquire information including text, audio, video, and graphics; and

(B) use on-line help.

(6) Information acquisition. The student evaluates the acquired electronic information. The student is expected to:

(A) determine the success of strategies used to acquire electronic information; and

(B) determine the usefulness and appropriateness of digital information.

(7) Solving problems. The student uses appropriate computer-based productivity tools to create and modify solutions to problems. The student is expected to:

(A) use software programs with audio, video, and graphics to enhance learning experiences; and

(B) use appropriate software, including the use of word processing and multimedia, to express ideas and solve problems.

(8) Solving problems. The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:

(A) use communication tools to participate in group projects; and

(B) use electronic tools and research skills to build a knowledge base regarding a topic, task, or assignment.

(9) Solving problems. The student uses technology applications to facilitate evaluation of work, both process and product. The student is expected to:

(A) use software features, such as on-line help, to evaluate work progress; and

(B) use software features, such as slide show previews, to evaluate final product.

(10) Communication. The student formats digital information for appropriate and effective communication. The student is expected to:

(A) use font attributes, color, white space, and graphics to ensure that products are appropriate for the defined audience; and

(B) use font attributes, color, white space, and graphics to ensure that products are appropriate for the communication media including multimedia screen displays and printed materials.

(11) Communication. The student delivers the product electronically in a variety of media, with appropriate supervision. The student is expected to:

(A) publish information in a variety of media including, but not limited to, printed copy or monitor display; and

(B) publish information in a variety of media including, but not limited to, stored files or video.

(12) Communication. The student uses technology applications to facilitate evaluation of communication, both process and product. The student is expected to:

(A) select representative products to be collected and stored in an electronic evaluation tool; and

(B) evaluate the product for relevance to the assignment or task.