

Texas Essential Knowledge and Skills for Grade 1

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§110.3. English Language Arts and Reading, Grade 1, Adopted 2017.

(a) Introduction.

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

language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

- (5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).
 - (6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).
 - (7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (b) Knowledge and skills.
- (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
 - (A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
 - (B) follow, restate, and give oral instructions that involve a short, related sequence of actions;
 - (C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
 - (D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and
 - (E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.
 - (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
 - (A) demonstrate phonological awareness by:
 - (i) producing a series of rhyming words;
 - (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;
 - (iii) distinguishing between long and short vowel sounds in one-syllable words;
 - (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed;

- (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;
 - (vi) manipulating phonemes within base words; and
 - (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;
- (B) demonstrate and apply phonetic knowledge by:
- (i) decoding words in isolation and in context by applying common letter sound correspondences;
 - (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs;
 - (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;
 - (iv) using knowledge of base words to decode common compound words and contractions;
 - (v) decoding words with inflectional endings, including -ed, -s, and -es; and
 - (vi) identifying and reading at least 100 high-frequency words from a research-based list;
- (C) demonstrate and apply spelling knowledge by:
- (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;
 - (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;
 - (iii) spelling words using sound-spelling patterns; and
 - (iv) spelling high-frequency words from a research-based list;
- (D) demonstrate print awareness by identifying the information that different parts of a book provide;
- (E) alphabetize a series of words to the first or second letter and use a dictionary to find words; and
- (F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.
- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
- (A) use a resource such as a picture dictionary or digital resource to find words;
 - (B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings;
 - (C) identify the meaning of words with the affixes -s, -ed, and -ing; and
 - (D) identify and use words that name actions, directions, positions, sequences, categories, and locations.
- (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The

- student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
- (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.
- (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
- (A) establish purpose for reading assigned and self-selected texts with adult assistance;
 - (B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;
 - (C) make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance;
 - (D) create mental images to deepen understanding with adult assistance;
 - (E) make connections to personal experiences, ideas in other texts, and society with adult assistance;
 - (F) make inferences and use evidence to support understanding with adult assistance;
 - (G) evaluate details to determine what is most important with adult assistance;
 - (H) synthesize information to create new understanding with adult assistance; and
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.
- (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
- (A) describe personal connections to a variety of sources;
 - (B) write brief comments on literary or informational texts;
 - (C) use text evidence to support an appropriate response;
 - (D) retell texts in ways that maintain meaning;
 - (E) interact with sources in meaningful ways such as illustrating or writing; and
 - (F) respond using newly acquired vocabulary as appropriate.
- (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
- (A) discuss topics and determine theme using text evidence with adult assistance;
 - (B) describe the main character(s) and the reason(s) for their actions;
 - (C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and

- (D) describe the setting.
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;
 - (B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;
 - (C) discuss elements of drama such as characters and setting;
 - (D) recognize characteristics and structures of informational text, including:
 - (i) the central idea and supporting evidence with adult assistance;
 - (ii) features and simple graphics to locate or gain information; and
 - (iii) organizational patterns such as chronological order and description with adult assistance;
 - (E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and
 - (F) recognize characteristics of multimodal and digital texts.
- (10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
- (A) discuss the author's purpose for writing text;
 - (B) discuss how the use of text structure contributes to the author's purpose;
 - (C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;
 - (D) discuss how the author uses words that help the reader visualize; and
 - (E) listen to and experience first- and third-person texts.
- (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
- (A) plan a first draft by generating ideas for writing such as by drawing and brainstorming;
 - (B) develop drafts in oral, pictorial, or written form by:
 - (i) organizing with structure; and
 - (ii) developing an idea with specific and relevant details;
 - (C) revise drafts by adding details in pictures or words;
 - (D) edit drafts using standard English conventions, including:
 - (i) complete sentences with subject-verb agreement;
 - (ii) past and present verb tense;

- (iii) singular, plural, common, and proper nouns;
 - (iv) adjectives, including articles;
 - (v) adverbs that convey time;
 - (vi) prepositions;
 - (vii) pronouns, including subjective, objective, and possessive cases;
 - (viii) capitalization for the beginning of sentences and the pronoun "I";
 - (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and
 - (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; and
- (E) publish and share writing.
- (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
- (A) dictate or compose literary texts, including personal narratives and poetry;
 - (B) dictate or compose informational texts, including procedural texts; and
 - (C) dictate or compose correspondence such as thank you notes or letters.
- (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
- (A) generate questions for formal and informal inquiry with adult assistance;
 - (B) develop and follow a research plan with adult assistance;
 - (C) identify and gather relevant sources and information to answer the questions with adult assistance;
 - (D) demonstrate understanding of information gathered with adult assistance; and
 - (E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

§111.3. Mathematics, Grade 1, Adopted 2012.

- (a) Introduction.
- (1) The desire to achieve educational excellence is the driving force behind the Texas essential knowledge and skills for mathematics, guided by the college and career readiness standards. By embedding statistics, probability, and finance, while focusing on computational thinking, mathematical fluency, and solid understanding, Texas will lead the way in mathematics education and prepare all Texas students for the challenges they will face in the 21st century.
 - (2) The process standards describe ways in which students are expected to engage in the content. The placement of the process standards at the beginning of the knowledge and skills listed for each grade and course is intentional. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life. The process standards are integrated at every grade level and course.

When possible, students will apply mathematics to problems arising in everyday life, society, and the workplace. Students will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. Students will select appropriate tools such as real objects, manipulatives, algorithms, paper and pencil, and technology and techniques such as mental math, estimation, number sense, and generalization and abstraction to solve problems. Students will effectively communicate mathematical ideas, reasoning, and their implications using multiple representations such as symbols, diagrams, graphs, computer programs, and language. Students will use mathematical relationships to generate solutions and make connections and predictions. Students will analyze mathematical relationships to connect and communicate mathematical ideas. Students will display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

- (3) For students to become fluent in mathematics, students must develop a robust sense of number. The National Research Council's report, "Adding It Up," defines procedural fluency as "skill in carrying out procedures flexibly, accurately, efficiently, and appropriately." As students develop procedural fluency, they must also realize that true problem solving may take time, effort, and perseverance. Students in Grade 1 are expected to perform their work without the use of calculators.
 - (4) The primary focal areas in Grade 1 are understanding and applying place value, solving problems involving addition and subtraction, and composing and decomposing two-dimensional shapes and three-dimensional solids.
 - (A) Students use relationships within the numeration system to understand the sequential order of the counting numbers and their relative magnitude.
 - (B) Students extend their use of addition and subtraction beyond the actions of joining and separating to include comparing and combining. Students use properties of operations and the relationship between addition and subtraction to solve problems. By comparing a variety of solution strategies, students use efficient, accurate, and generalizable methods to perform operations.
 - (C) Students use basic shapes and spatial reasoning to model objects in their environment and construct more complex shapes. Students are able to identify, name, and describe basic two-dimensional shapes and three-dimensional solids.
 - (5) 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.
- (b) Knowledge and skills.
- (1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:
 - (A) apply mathematics to problems arising in everyday life, society, and the workplace;
 - (B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;
 - (C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;

- (D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
 - (E) create and use representations to organize, record, and communicate mathematical ideas;
 - (F) analyze mathematical relationships to connect and communicate mathematical ideas; and
 - (G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.
- (2) Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:
- (A) recognize instantly the quantity of structured arrangements;
 - (B) use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones;
 - (C) use objects, pictures, and expanded and standard forms to represent numbers up to 120;
 - (D) generate a number that is greater than or less than a given whole number up to 120;
 - (E) use place value to compare whole numbers up to 120 using comparative language;
 - (F) order whole numbers up to 120 using place value and open number lines; and
 - (G) represent the comparison of two numbers to 100 using the symbols $>$, $<$, or $=$.
- (3) Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. The student is expected to:
- (A) use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99;
 - (B) use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as $2 + 4 = []$; $3 + [] = 7$; and $5 = [] - 3$;
 - (C) compose 10 with two or more addends with and without concrete objects;
 - (D) apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10;
 - (E) explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences; and
 - (F) generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20.
- (4) Number and operations. The student applies mathematical process standards to identify coins, their values, and the relationships among them in order to recognize the need for monetary transactions. The student is expected to:
- (A) identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them;
 - (B) write a number with the cent symbol to describe the value of a coin; and
 - (C) use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.

- (5) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:
- (A) recite numbers forward and backward from any given number between 1 and 120;
 - (B) skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set;
 - (C) use relationships to determine the number that is 10 more and 10 less than a given number up to 120;
 - (D) represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences;
 - (E) understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s);
 - (F) determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation; and
 - (G) apply properties of operations to add and subtract two or three numbers.
- (6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:
- (A) classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language;
 - (B) distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape;
 - (C) create two-dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons;
 - (D) identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language;
 - (E) identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language;
 - (F) compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible;
 - (G) partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words; and
 - (H) identify examples and non-examples of halves and fourths.
- (7) Geometry and measurement. The student applies mathematical process standards to select and use units to describe length and time. The student is expected to:
- (A) use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement;
 - (B) illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other;

- (C) measure the same object/distance with units of two different lengths and describe how and why the measurements differ;
 - (D) describe a length to the nearest whole unit using a number and a unit; and
 - (E) tell time to the hour and half hour using analog and digital clocks.
- (8) Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:
- (A) collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts;
 - (B) use data to create picture and bar-type graphs; and
 - (C) draw conclusions and generate and answer questions using information from picture and bar-type graphs.
- (9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:
- (A) define money earned as income;
 - (B) identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs;
 - (C) distinguish between spending and saving; and
 - (D) consider charitable giving.

§112.12. Science, Grade 1, Adopted 2017.

- (a) Introduction.
- (1) In Grade 1, students observe and describe the natural world using their senses. Students do science as inquiry in order to develop and enrich their abilities to understand the world around them in the context of scientific concepts and processes. Students develop vocabulary through their experiences investigating properties of common objects, earth materials, and organisms.
- (A) A central theme in first grade science is active engagement in asking questions, creating a method to answer those questions, answering those questions, communicating ideas, and exploring with scientific tools in order to explain scientific concepts and processes like scientific investigation and reasoning; matter and energy; force, motion, and energy; Earth and space; and organisms and environment. Scientific investigation and reasoning involves practicing safe procedures, asking questions about the natural world, and seeking answers to those questions through simple observations used in descriptive investigations.
 - (B) Matter is described in terms of its physical properties, including relative size, weight, shape, color, and texture. The importance of light, thermal, and sound energy is identified as it relates to the students' everyday life. The location and motion of objects are explored.
 - (C) Weather is recorded and discussed on a daily basis so students may begin to recognize patterns in the weather. In addition, patterns are observed in the appearance of objects in the sky.
 - (D) In life science, students recognize the interdependence of organisms in the natural world. They understand that all organisms have basic needs that can be satisfied through

interactions with living and nonliving things. Students will investigate life cycles of animals and identify likenesses between parents and offspring.

- (2) Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process."
 - (3) Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include patterns, cycles, systems, models, and change and constancy.
 - (4) The study of elementary science includes planning and safely implementing classroom and outdoor investigations using scientific processes, including inquiry methods, analyzing information, making informed decisions, and using tools to collect and record information, while addressing the major concepts and vocabulary, in the context of physical, earth, and life sciences. Districts are encouraged to facilitate classroom and outdoor investigations for at least 80% of instructional time.
 - (5) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (b) Knowledge and skills.
- (1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices. The student is expected to:
 - (A) identify, discuss, and demonstrate safe and healthy practices as outlined in Texas Education agency-approved safety standards during classroom and outdoor investigations, including wearing safety goggles or chemical splash goggles, as appropriate, washing hands, and using materials appropriately; and
 - (B) identify and learn how to use natural resources and materials, including conservation and reuse or recycling of paper, plastic, and metals.
 - (2) Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:
 - (A) ask questions about organisms, objects, and events observed in the natural world;
 - (B) plan and conduct simple descriptive investigations;
 - (C) collect data and make observations using simple tools;
 - (D) record and organize data using pictures, numbers, and words; and
 - (E) communicate observations and provide reasons for explanations using student-generated data from simple descriptive investigations.
 - (3) Scientific investigation and reasoning. The student knows that information and critical thinking are used in scientific problem solving. The student is expected to:
 - (A) identify and explain a problem and propose a solution;
 - (B) make predictions based on observable patterns; and
 - (C) describe what scientists do.
 - (4) Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:

- (A) collect, record, and compare information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, notebooks, and safety goggles or chemical splash goggles, as appropriate; timing devices; non-standard measuring items; weather instruments such as demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as aquariums and terrariums; and
 - (B) measure and compare organisms and objects using non-standard units.
- (5) Matter and energy. The student knows that objects have properties and patterns. The student is expected to:
- (A) classify objects by observable properties such as larger and smaller, heavier and lighter, shape, color, and texture;
 - (B) predict and identify changes in materials caused by heating and cooling; and
 - (C) classify objects by the materials from which they are made.
- (6) Force, motion, and energy. The student knows that force, motion, and energy are related and are a part of everyday life. The student is expected to:
- (A) identify and discuss how different forms of energy such as light, thermal, and sound are important to everyday life;
 - (B) predict and describe how a magnet can be used to push or pull an object; and
 - (C) demonstrate and record the ways that objects can move such as in a straight line, zig zag, up and down, back and forth, round and round, and fast and slow.
- (7) Earth and space. The student knows that the natural world includes rocks, soil, and water that can be observed in cycles, patterns, and systems. The student is expected to:
- (A) observe, compare, describe, and sort components of soil by size, texture, and color;
 - (B) identify and describe a variety of natural sources of water, including streams, lakes, and oceans; and
 - (C) identify how rocks, soil, and water are used to make products.
- (8) Earth and space. The student knows that the natural world includes the air around us and objects in the sky. The student is expected to:
- (A) record weather information, including relative temperature such as hot or cold, clear or cloudy, calm or windy, and rainy or icy;
 - (B) observe and record changes in the appearance of objects in the sky such as the Moon and stars, including the Sun;
 - (C) identify characteristics of the seasons of the year and day and night; and
 - (D) demonstrate that air is all around us and observe that wind is moving air.
- (9) Organisms and environments. The student knows that the living environment is composed of relationships between organisms and the life cycles that occur. The student is expected to:
- (A) sort and classify living and nonliving things based upon whether they have basic needs and produce offspring;
 - (B) analyze and record examples of interdependence found in various situations such as terrariums and aquariums or pet and caregiver; and

- (C) gather evidence of interdependence among living organisms such as energy transfer through food chains or animals using plants for shelter.
- (10) Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:
- (A) investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats;
 - (B) identify and compare the parts of plants;
 - (C) compare ways that young animals resemble their parents; and
 - (D) observe and record life cycles of animals such as a chicken, frog, or fish.

§113.12. Social Studies, Grade 1, Adopted 2018.

- (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.
 - (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 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.
- (8) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) 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 Constitution Day, Independence Day, and Veterans Day; and
 - (B) compare the observance of holidays and celebrations.
- (2) History. The student understands how historical figures helped shape the 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 state and nation; and
 - (B) compare the lives of historical figures who have influenced the state and nation.
- (3) Geography. The student understands the relative location of places. The student is expected to:
- (A) describe the location of self and objects relative to other locations in the classroom and school using spatial terms; and
 - (B) locate places using the four cardinal directions.
- (4) Geography. The student understands the purpose of geographic tools, including 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 and explore the community, Texas, and the United States on maps and globes.
- (5) Geography. The student understands physical and human characteristics of place to better understand their community and the world around them. The student is expected to:
- (A) identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather; and
 - (B) identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities.
- (6) 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
 - (B) describe similarities and differences in ways families meet basic human needs.
- (7) Economics. The student understands the concepts of goods and services. The student is expected to:

- (A) identify examples of goods and services in the home, school, and community;
 - (B) identify ways people exchange goods and services; and
 - (C) identify the role of markets in the exchange of goods and services.
- (8) Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:
- (A) identify examples of people wanting more than they can have;
 - (B) explain why wanting more than they can have requires that people make choices; and
 - (C) identify examples of choices families make when buying goods and services.
- (9) Economics. The student understands the value of work. The student is expected to:
- (A) describe the tools of various jobs and the characteristics of a job well performed; and
 - (B) describe how various jobs contribute to the production of goods and services.
- (10) Government. The student understands the purpose of rules and laws. The student is expected to:
- (A) explain the 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.
- (11) Government. The student understands the role of authority figures and public officials. The student is expected to:
- (A) identify the responsibilities of authority figures in the home, school, and community; and
 - (B) identify and describe the roles of public officials in the community, state, and nation.
- (12) 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; and
 - (B) identify historical figures and other individuals who have exemplified good citizenship such as Benjamin Franklin and Eleanor Roosevelt.
- (13) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles that 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 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; and
 - (E) explain how patriotic customs and celebrations reflect American individualism and freedom.
- (14) Culture. The student understands the importance of family and community beliefs, language, and traditions. The student is expected to:

- (A) describe and explain the importance of beliefs, language, and traditions of families and communities; and
 - (B) explain the way folktales and legends reflect beliefs, language, and traditions of communities.
- (15) Science, technology, and society. The student identifies individuals who created or invented new technology and understands how technology affects daily life, past and present. The student is expected to:
- (A) describe how technology has affected the ways families live;
 - (B) describe how technology has affected communication, transportation, and recreation; and
 - (C) identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan.
- (16) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:
- (A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance; and
 - (B) sequence and categorize information.
- (17) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:
- (A) use a simple timeline to distinguish among past, present, and future;
 - (B) use a calendar to describe and measure time in days, weeks, months, and years;
 - (C) express ideas orally based on knowledge and experiences;
 - (D) create and interpret visual and written material; and
 - (E) use social studies terminology correctly.
- (18) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes 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.

§114.4. Languages Other Than English, Elementary, Adopted 2014.

- (a) According to the National Standards for Foreign Language Learning, advanced level language proficiency is necessary for college and career readiness. To that end, students should have uninterrupted, consistent access to early standards-based learning experiences in languages other than English. School districts are strongly encouraged to offer languages other than English in the elementary grades in immersion or Foreign Language in Elementary Schools (FLES) settings with consistent and frequent exposure. For districts that offer languages in elementary school, the expected student outcomes are the same as those designated at levels I-IV in Subchapter C of this chapter (relating to Texas Essential Knowledge and Skills for Languages Other Than English).
- (b) Districts may offer a level of a language in a variety of scheduling arrangements that may extend or reduce the traditional schedule when careful consideration is given to the instructional time available on a campus and the language ability, access to programs, and motivation of students.

§115.13. Health Education, Grade 1, Adopted 2020.

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

- (E) The standards under the alcohol, tobacco, and other drugs strand focus on a number of protective factors that develop empowered students who are able to make better-informed decisions, including understanding the impact of substance use on physical, mental, and social health. Through this strand, students learn key concepts about alcohol, tobacco, and other drugs, including the use, misuse, and physiological effects; short- and long-term impacts on health; treatment; risk and protective factors; and prevention. These concepts introduce healthy alternatives and ways for students to ask for and seek out help from parents and other trusted adults.
 - (4) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
 - (5) Students should first seek guidance in the area of health from a parent or legal guardian.
- (b) Knowledge and skills.
- (1) Physical health and hygiene--body systems. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to demonstrate use of the five senses.
 - (2) Physical health and hygiene--personal health and hygiene. The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to:
 - (A) identify types of health care professionals and describe the services they provide such as medical checkups, dental exams, and vision and hearing screenings;
 - (B) describe personal hygiene and health habits that enhance individual health such as personal hygiene, oral hygiene, and getting enough sleep;
 - (C) describe ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization; and
 - (D) describe where head lice and biting insects that may cause illness, including ticks and mosquitos, are commonly encountered and how to avoid them.
 - (3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:
 - (A) identify their own feelings and emotions;
 - (B) discuss and explain how emotions can interrupt thinking and the self-management process;
 - (C) describe and practice calming and self-management strategies;
 - (D) describe ways in which peers and families can work together to build healthy relationships;
 - (E) describe ways to build and maintain friendships;
 - (F) identify ways to respectfully communicate verbally and nonverbally;
 - (G) identify feelings and emotions expressed by others; and
 - (H) identify and practice ways to solve conflicts with friends and peers.
 - (4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:

- (A) discuss ways to be kind to self and how to identify areas for growth; and
 - (B) explain the importance of goal setting and task completion.
- (5) Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:
- (A) discuss and demonstrate how to treat peers with different learning needs with dignity and respect;
 - (B) identify situations that can create positive stress and positive emotions; and
 - (C) discuss the signs and symptoms associated with negative stress such as loss or grief.
- (6) Healthy eating and physical activity--food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:
- (A) explain that fruits, proteins, vegetables, and dairy provide essential vitamins and minerals;
 - (B) identify recommended portion sizes by comparing portions to familiar objects such as a golf ball for a cookie or a frisbee for a dinner plate;
 - (C) identify the food groups and classify examples of foods into each group; and
 - (D) identify ingredients that make foods and drinks unhealthy such as added sugar and other sweeteners.
- (7) Healthy eating and physical activity--nutrition and physical activity literacy. The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to identify examples of health information provided by various media and how the examples affect nutritional habits and physical activity.
- (8) Healthy eating and physical activity--risk and protective factors. The student identifies and explains risk and protective factors related to healthy eating and physical activity. The student is expected to:
- (A) identify common food allergies and explain the importance of respecting others who have allergies; and
 - (B) describe habits that improve individual health such as getting enough sleep, eating nutritious foods, and exercising.
- (9) Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to:
- (A) discuss and demonstrate strategies to keep self and others safe by staying away from dangerous situations and reporting to a parent or another trusted adult or contacting 911; and
 - (B) identify the purpose and demonstrate proper use of protective equipment such as seat belts, booster seats, and bicycle helmets.
- (10) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:
- (A) practice refusal skills to protect personal space and avoid unsafe situations;

- (B) identify appropriate personal boundaries, privacy, and space; and
 - (C) recall parents'/caregivers' phone numbers as part of a personal safety plan.
- (11) Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:
- (A) describe the difference between safe and unsafe environments; and
 - (B) identify ways to avoid weapons and harming oneself or others by staying away from dangerous situations and reporting to a parent or another trusted adult.
- (12) Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to demonstrate how to get help from a teacher, parent, or other trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment.
- (13) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:
- (A) describe consequences for both the victim and the bully and the impact of bullying on the victim;
 - (B) discuss ways of discouraging bullying;
 - (C) explain the differences between teasing, joking, and playing around and bullying; and
 - (D) identify how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person.
- (14) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:
- (A) identify the difference between over-the-counter and prescription drugs; and
 - (B) identify and describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants, vaping products, and household products on physical health.
- (15) Alcohol, tobacco, and other drugs--treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe what poisoning or overdose could look like and identify how to respond, including who to contact for help.
- (16) Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to identify how to get help from a parent or another trusted adult related to alcohol, tobacco, and drug abuse.
- (17) Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to identify unsafe situations and practice strategies to avoid risky behaviors related to alcohol, tobacco, and other drugs.
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§116.13. Physical Education, Grade 1, Adopted 2020.**(a) Introduction.**

- (1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).
 - (A) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).
 - (B) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).
 - (C) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.
- (2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills strand guides the physically literate student in the development of fundamental movement patterns, spatial and body awareness, and rhythmic activities. The performance strategies strand guides the physically literate student in utilizing strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.
- (3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate,

and designed to meet the needs of all students, including students with disabilities and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.

- (4) Access to age-appropriate physical education equipment is essential to quality instruction. Basic, age-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate lifelong learner. Without basic, age-appropriate equipment, students will not have the necessary experiences to become physically literate, lifelong learners. All equipment should be age appropriate for the grade levels to be taught. The term "age appropriate" means that the equipment must include a variety of sizes, weights, and textures to provide differentiated experiences for various ages and ability levels of students. Basic equipment for quality instruction includes, but is not limited to, the following list: sports balls, including fleece balls, foam balls, tennis balls, beach balls, volleyballs, basketballs, soccer balls, footballs, baseballs, softballs, and unity balls; striking implements, including golf clubs, hockey sticks, baseball bats, pool noodles, tennis rackets, racquetball rackets, pickleball paddles, lollipop paddles, and ping pong paddles; goals for various sports, including soccer goals and basketball goals; nets and standards for a variety of sports, including volleyball, pickleball, badminton, and tennis; fitness-related equipment; other basic equipment, including scarves, bean bags, hula hoops, jump ropes, and scooters; classroom management equipment, including cones, mats, pinnies, poly spots, and ball inflators; and technology, including microphones, projectors, speakers, heart rate monitors, timers, and other technology appropriate for instruction.
- (5) In Kindergarten-Grade 5, students learn fundamental movement skills and cues; begin to understand that the body functions in relation to physical activity; develop body control; become aware of the health-related fitness components; begin applying strategies, rules, etiquette, and conflict resolution techniques in dynamic situations; and identify safety practices and protocols while being physically active. Students engage in activities that develop basic levels of strength, endurance, and flexibility. Activities are presented to complement a student's natural inclination to view physical activity as challenging and enjoyable.
- (6) 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.

(b) Knowledge and skills.

- (1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:
- (A) practice proper foot patterns and maintain balance while hopping, galloping, running, sliding, and skipping;
 - (B) practice correct technique while jumping in place, forward and backward, side to side, and quarter turns while maintaining balance;
 - (C) demonstrate visual tracking and tracing, simple balancing, cross lateralization, and sequencing of three skills; and
 - (D) spin and roll at different levels, speeds, and positions.

- (2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:
- (A) maintain balance standing on one foot for five seconds while placing the free leg in a variety of different positions; and
 - (B) demonstrate bending, stretching, twisting, curling, and swaying while maintaining balance.
- (3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:
- (A) demonstrate key elements of self-tossing and throwing underhand while stepping with the opposite foot forward to a target;
 - (B) demonstrate key elements of catching an accurately and softly thrown large ball and a self-tossed object;
 - (C) practice dribbling continuously with one hand while stationary using preferred hand;
 - (D) tap or dribble a ball using the inside of the foot while walking;
 - (E) approach and kick a stationary ball;
 - (F) volley a lightweight object to self and partner;
 - (G) strike an object using a short-handled implement, projecting the object upward;
 - (H) jump consecutively with a self-turned rope; and
 - (I) turn a long rope.
- (4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:
- (A) move in personal and general space to rhythms and beats while maintaining balance;
 - (B) travel over, under, around, and through using a variety of pathways, shapes, and levels; and
 - (C) differentiate between fast and slow speeds, strong and light force, and various directions.
- (5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to mirror and follow teacher movement and basic rhythm patterns in four counts.
- (6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:
- (A) apply the skills of chasing, fleeing, and dodging to avoid or catch others while maintaining appropriate space and speed during a variety of games;
 - (B) identify and follow teacher instructions to improve performance for specific motor development skills; and
 - (C) demonstrate safe practices by using equipment appropriately and respecting personal space with teacher guidance.

- (7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to identify outdoor recreation and health and fitness activities in school and the community.
- (8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:
- (A) identify the immediate effect of physical activity on the heart and lungs;
 - (B) explain the importance of warm-ups and cool-downs for physical activity; and
 - (C) demonstrate exercises that promote health-related fitness.
- (9) Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:
- (A) develop a health-related goal with teacher guidance; and
 - (B) explain how to measure improvement in physical skills with or without a measuring tool.
- (10) Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:
- (A) identify healthy foods that produce energy for physical activity; and
 - (B) identify different hydration options, including water, that enhance physical activity.
- (11) Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:
- (A) identify proper clothing, footwear, and safety equipment for a variety of physical activities; and
 - (B) identify and describe safety precautions, including pedestrian, water, sun, and cycling safety with teacher guidance.
- (12) Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:
- (A) describe how personal actions may have positive or negative consequences;
 - (B) demonstrate respect for differences and similarities in the abilities of self and others; and
 - (C) identify personal impulses and emotions with teacher guidance.
- (13) Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:
- (A) demonstrate respect for and cooperation between self and others through words and actions with teacher guidance; and
 - (B) communicate feelings and thoughts appropriately with teacher guidance.
- (14) Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges. The student is expected to explain how, with practice, challenges in physical activities can turn into successes.

- (15) Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. The student is expected to listen respectfully and respond appropriately to corrective feedback with teacher guidance.
- (16) Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to:
 - (A) participate in moderate to vigorous physical activity on a regular basis; and
 - (B) describe physical activity for personal enjoyment with teacher guidance.

§117.105. Art, Grade 1, Adopted 2013.

(a) Introduction.

- (1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.
- (2) Four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences, as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.
- (3) 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.

(b) Knowledge and skills.

- (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning, understanding, and applying the elements of art and principles of design. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:
 - (A) identify similarities, differences, and variations among subjects in the environment using the senses; and
 - (B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments.

- (2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:
- (A) invent images that combine a variety of lines, shapes, colors, textures, and forms;
 - (B) place components in orderly arrangements to create designs; and
 - (C) increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled forms.
- (3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:
- (A) identify simple ideas expressed in artworks through different media;
 - (B) demonstrate an understanding that art is created globally by all people throughout time;
 - (C) discuss the use of art in everyday life; and
 - (D) relate visual art concepts to other disciplines.
- (4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
- (A) explain ideas about personal artworks;
 - (B) identify ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers; and
 - (C) compile collections of artwork such as physical artwork, electronic images, sketchbooks, or portfolios for the purposes of self-evaluations or exhibitions.

§117.106. Music, Grade 1, Adopted 2013.

- (a) Introduction.
- (1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.
- (2) Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world,

including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

- (3) 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.

(b) Knowledge and skills.

- (1) Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:
- (A) identify the known five voices and adult/children singing voices;
 - (B) identify visually and aurally the instrument families;
 - (C) use basic music terminology in describing changes in tempo, including allegro/largo, and dynamics, including forte/piano; and
 - (D) identify and label repetition and contrast in simple songs such as ab, aaba, or abac patterns.
- (2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:
- (A) read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter; and
 - (B) read, write, and reproduce melodic patterns, including three tones from the pentatonic scale.
- (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:
- (A) sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups;
 - (B) sing songs or play classroom instruments from diverse cultures and styles, independently or in groups;
 - (C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement;
 - (D) perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration; and
 - (E) perform music using tempo, including allegro/largo, and dynamics, including forte/piano.
- (4) Creative expression. The student creates and explores new musical ideas. The student is expected to:
- (A) create short, rhythmic patterns using known rhythms;
 - (B) create short, melodic patterns using known pitches; and
 - (C) explore new musical ideas using singing voice and classroom instruments.
- (5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:
- (A) sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music;

- (B) identify steady beat in short musical excerpts from various periods or times in history and diverse cultures; and
- (C) identify simple interdisciplinary concepts relating to music.
- (6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:
 - (A) identify and demonstrate appropriate audience behavior during live or recorded performances;
 - (B) recognize known rhythmic and melodic elements in simple aural examples using known terminology;
 - (C) distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and
 - (D) respond verbally or through movement to short musical examples.

§117.107. Theatre, Grade 1, Adopted 2013.

- (a) Introduction.
 - (1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.
 - (2) Four basic strands--foundations: inquiry and understanding; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through the foundations: inquiry and understanding strand, students develop a perception of self, human relationships, and the world using elements of drama and conventions of theatre. Through the creative expression strand, students communicate in a dramatic form, engage in artistic thinking, build positive self-concepts, relate interpersonally, and integrate knowledge with other content areas in a relevant manner. Through the historical and cultural relevance strand, students increase their understanding of heritage and traditions in theatre and the diversity of world cultures as expressed in theatre. Through the critical evaluation and response strand, students engage in inquiry and dialogue, accept constructive criticism, revise personal views to promote creative and critical thinking, and develop the ability to appreciate and evaluate live theatre.
 - (3) 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.
- (b) Knowledge and skills.
 - (1) Foundations: inquiry and understanding. 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) create roles through imitation;
 - (C) dramatize simple stories; and
 - (D) dramatize poems and songs.
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
- (A) discuss aspects of the environment for use in dramatic play such as location or climate;
 - (B) adapt the environment for dramatic play using common objects such as tables or chairs;
 - (C) rehearse dramatic play; and
 - (D) cooperate with others in dramatic play.
- (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
- (A) imitate life experiences from school and community cultures in dramatic play; and
 - (B) explore diverse cultural and historical experiences through fables, myths, or fairytales in dramatic play.
- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
- (A) discuss, practice, and display appropriate audience behavior;
 - (B) discuss dramatic activities; and
 - (C) discuss the use of music, creative movement, and visual components in dramatic play.

§126.6. Technology Applications, Kindergarten-Grade 2, Beginning with School Year 2012-2013.

- (a) Introduction.
- (1) The technology applications curriculum has six strands based on the National Educational Technology Standards for Students (NETS•S) and performance indicators developed by the International Society for Technology in Education (ISTE): creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts.
 - (2) Through the study of the six strands in technology applications, students use creative thinking and innovative processes to construct knowledge and develop products. Students communicate and collaborate both locally and globally to reinforce and promote learning. Research and information fluency includes the acquisition and evaluation of digital content. Students develop critical-thinking, problem-solving, and decision-making skills by collecting, analyzing, and reporting digital information. Students practice digital citizenship by behaving responsibly while using

technology tools and resources. Through the study of technology operations and concepts, students learn technology related terms, concepts, and data input strategies.

- (3) 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.
- (b) Knowledge and skills.
- (1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to:
- (A) apply prior knowledge to develop new ideas, products, and processes;
 - (B) create original products using a variety of resources;
 - (C) explore virtual environments, simulations, models, and programming languages to enhance learning;
 - (D) create and execute steps to accomplish a task; and
 - (E) evaluate and modify steps to accomplish a task.
- (2) Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to:
- (A) use communication tools that allow for anytime, anywhere access to interact, collaborate, or publish with peers locally and globally;
 - (B) participate in digital environments to develop cultural understanding by interacting with learners of multiple cultures;
 - (C) format digital information, including font attributes, color, white space, graphics, and animation, for a defined audience and communication medium; and
 - (D) select, store, and deliver products using a variety of media, formats, devices, and virtual environments.
- (3) Research and information fluency. The student acquires and evaluates digital content. The student is expected to:
- (A) use search strategies to access information to guide inquiry;
 - (B) use research skills to build a knowledge base regarding a topic, task, or assignment; and
 - (C) evaluate the usefulness of acquired digital content.
- (4) Critical thinking, problem solving, and decision making. The student applies critical-thinking skills to solve problems, guide research, and evaluate projects using digital tools and resources. The student is expected to:
- (A) identify what is known and unknown and what needs to be known regarding a problem and explain the steps to solve the problem;
 - (B) evaluate the appropriateness of a digital tool to achieve the desired product;
 - (C) evaluate products prior to final submission; and
 - (D) collect, analyze, and represent data using tools such as word processing, spreadsheets, graphic organizers, charts, multimedia, simulations, models, and programming languages.
- (5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:

- (A) adhere to acceptable use policies reflecting appropriate behavior in a digital environment;
 - (B) comply with acceptable digital safety rules, fair use guidelines, and copyright laws; and
 - (C) practice the responsible use of digital information regarding intellectual property, including software, text, images, audio, and video.
- (6) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:
- (A) use appropriate terminology regarding basic hardware, software applications, programs, networking, virtual environments, and emerging technologies;
 - (B) use appropriate digital tools and resources for storage, access, file management, collaboration, and designing solutions to problems;
 - (C) perform basic software application functions, including opening an application and creating, modifying, printing, and saving files;
 - (D) use a variety of input, output, and storage devices;
 - (E) use proper keyboarding techniques such as ergonomically correct hand and body positions appropriate for Kindergarten-Grade 2 learning;
 - (F) demonstrate keyboarding techniques for operating the alphabetic, numeric, punctuation, and symbol keys appropriate for Kindergarten-Grade 2 learning; and
 - (G) use the help feature online and in applications.