

## Texas Essential Knowledge and Skills – First Grade

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

#### (a) Introduction.

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

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

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

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

(5) To meet Texas Education Code, §28.002(h), which states, ". . . each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational

texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- (B) use common spelling patterns to read words (1);
- (C) use structural cues to recognize words such as compounds, base words, and inflections such as -s, -es, -ed, and -ing (1-2);
- (D) identify multisyllabic words by using common syllable patterns (1-3);
- (E) recognize high frequency irregular words such as said, was, where, and is (1-2);
- (F) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and
- (G) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

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

- (A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (1);
- (B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" first grader reads approximately 60 wpm) (1);
- (C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (1); and
- (D) self-select independent level reading such as by drawing on personal interest, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty (1-3).

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

- (A) read fiction, nonfiction, and poetry, including classic and contemporary works, for pleasure and/or information (1); and
- (B) use graphs, charts, signs, captions, and other informational texts to acquire information (1).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- (B) understand simple story structure (K-1);
- (C) distinguish fiction from nonfiction, including fact and fantasy (K-3);
- (D) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3);
- (E) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2);
- (F) understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures (K-1);
- (G) analyze characters, including their traits, feelings, relationships, and changes (1-3);
- (H) identify the importance of the setting to a story's meaning (1-3); and
- (I) recognize the story problem(s) or plot (1-3).

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

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

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

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

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

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

(B) write each letter of the alphabet, both capital and lowercase, using correct formation, appropriate size, and spacing (1);

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(C) develop drafts (1-3);

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## §111.13. Mathematics, Grade 1.

### (a) Introduction.

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

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

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

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

### (b) Knowledge and skills.

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

The student is expected to:

(A) compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models;

(B) create sets of tens and ones using concrete objects to describe, compare, and order whole numbers;

(C) identify individual coins by name and value and describe relationships among them; and

(D) read and write numbers to 99 to describe sets of concrete objects.

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

The student is expected to:

(A) separate a whole into two, three, or four equal parts and use appropriate language to describe the parts such as three out of four equal parts; and

(B) use appropriate language to describe part of a set such as three out of the eight crayons are red.

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

The student is expected to:

(A) model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences; and

(B) use concrete and pictorial models to apply basic addition and subtraction facts (up to  $9 + 9 = 18$  and  $18 - 9 = 9$ ).

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

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

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

The student is expected to:

(A) use patterns to skip count by twos, fives, and tens;

(B) find patterns in numbers, including odd and even;

(C) compare and order whole numbers using place value;

(D) use patterns to develop strategies to solve basic addition and basic subtraction problems; and

(E) identify patterns in related addition and subtraction sentences (fact families for sums to 18) such as  $2 + 3 = 5$ ,  $3 + 2 = 5$ ,  $5 - 2 = 3$ , and  $5 - 3 = 2$ .

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

The student is expected to:

(A) describe and identify two-dimensional geometric figures, including circles, triangles, rectangles, and squares (a special type of rectangle);

(B) describe and identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones;

(C) describe and identify two- and three-dimensional geometric figures in order to sort them according to a given attribute using informal and formal language; and

(D) use concrete models to combine two-dimensional geometric figures to make new geometric figures.

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

The student is expected to:

(A) estimate and measure length using nonstandard units such as paper clips or sides of color tiles;

(B) compare and order two or more concrete objects according to length (from longest to shortest);

(C) describe the relationship between the size of the unit and the number of units needed to measure the length of an object;

(D) compare and order the area of two or more two-dimensional surfaces (from covers the most to covers the least);

(E) compare and order two or more containers according to capacity (from holds the most to holds the least);

(F) compare and order two or more objects according to weight/mass (from heaviest to lightest); and

(G) compare and order two or more objects according to relative temperature (from hottest to coldest).

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

The student is expected to:

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

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

The student is expected to:

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

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

The student is expected to:

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

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

The student is expected to:

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

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

The student is expected to:

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

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

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

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

### §112.3. Science, Grade 1.

#### (a) Introduction.

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

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

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

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

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

#### (b) Knowledge and skills.

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

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

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

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

- (A) ask questions about organisms, objects, and events;
- (B) plan and conduct simple descriptive investigations;
- (C) gather information using simple equipment and tools to extend the senses;
- (D) construct reasonable explanations and draw conclusions; and
- (E) communicate explanations about investigations.

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

- (A) make decisions using information;
- (B) discuss and justify the merits of decisions; and
- (C) explain a problem in his/her own words and identify a task and solution related to the problem.

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

- (A) collect information using tools including hand lenses, clocks, computers, thermometers, and balances;
- (B) record and compare collected information; and
- (C) measure organisms and objects and parts of organisms and objects, using non-standard units such as paper clips, hands, and pencils.

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

- (A) sort objects and events based on properties and patterns; and
- (B) identify, predict, and create patterns including those seen in charts, graphs, and numbers.

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

- (A) sort organisms and objects according to their parts and characteristics;
- (B) observe and describe the parts of plants and animals;

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

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

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

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

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

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

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

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

(A) group living organisms and nonliving objects; and

(B) compare living organisms and nonliving objects.

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

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

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

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

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

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

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

### **§113.3. Social Studies, Grade 1.**

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

(1) In Grade 1, students learn about their relationship to the classroom, school, and community. The concepts of time and chronology are developed by distinguishing among past, present, and future events. Students identify anthems and mottoes of the United States and Texas. Students make simple maps to identify the location of places in the classroom, school, and community. The concepts of goods and services and the value of work are introduced. Students identify historic figures and ordinary people who exhibit good citizenship. Students describe the importance of family customs and traditions and identify how technology has changed family life. Students sequence and categorize information.

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

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

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

#### **(b) Knowledge and skills.**

(1) History. The student understands how historical figures helped to shape our community, state, and nation. The student is expected to:

(A) identify contributions of historical figures such as Sam Houston and Abraham Lincoln who have influenced the community, state, and nation;

(B) identify historic figures such as Alexander Graham Bell and Thomas Edison who have exhibited a love of individualism and inventiveness; and

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

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

(A) describe the origins of selected customs, holidays, and celebrations of the community, state, and nation such as Martin Luther King, Jr. Day, Independence Day, and Veterans' Day;

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

(C) identify anthems and mottoes of the United States and Texas.

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

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

(B) create a calendar or timeline; and

(C) use vocabulary related to chronology, including yesterday, today, and tomorrow.

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

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

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

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

(A) create and use simple maps to identify the location of places in the classroom, school, community, and beyond; and

(B) locate places of significance on maps and globes such as the local community, Texas, and the United States.

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

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

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

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

(7) Economics. The student understands the concepts of goods and services. The student is expected to:

- (A) identify examples of goods and services in the home, school, and community;
- (B) identify ways people exchange goods and services; and
- (C) identify the role of markets in the exchange of goods and services.

(8) Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:

- (A) identify examples of people wanting more than they can have;
- (B) explain why wanting more than they can have requires that people make choices; and
- (C) identify examples of choices families make when buying goods and services.

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

- (A) describe the requirements of various jobs and the characteristics of a job well-performed; and
- (B) describe how specialized jobs contribute to the production of goods and services.

(10) Government. The student understands the purpose of rules and laws. The student is expected to:

- (A) explain the need for rules and laws in the home, school, and community; and
- (B) give examples of rules or laws that establish order, provide security, and manage conflict.

(11) Government. The student understands the role of authority figures and public officials. The student is expected to:

- (A) identify leaders in the community, state, and nation;
- (B) describe the roles of public officials including mayor, governor, and president; and
- (C) identify the responsibilities of authority figures in the home, school, and community.

(12) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:

(A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good;

(B) identify historic figures such as Clara Barton, Nathan Hale, and Eleanor Roosevelt who have exemplified good citizenship; and

(C) identify ordinary people who exemplify good citizenship and exhibit a love of individualism and inventiveness.

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

(A) explain selected national and state patriotic symbols such as the U.S. and Texas flags, the Liberty Bell, and the Alamo;

(B) recite and explain the meaning of the Pledge of Allegiance and the Pledge to the Texas Flag;

(C) use voting as a way of making choices and decisions; and

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

(14) Culture. The student understands how families meet basic human needs. The student is expected to:

(A) describe ways that families meet basic human needs; and

(B) describe similarities and differences in ways families meet basic human needs.

(15) Culture. The student understands the importance of family beliefs, customs, language, and traditions. The student is expected to:

(A) describe various beliefs, customs, and traditions of families and explain their importance; and

(B) retell stories from selected folktales and legends such as Aesop's fables.

(16) Science, technology, and society. The student understands how technology has affected daily life, past and present. The student is expected to:

(A) describe how household tools and appliances have changed the ways families live;

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

(C) describe how technology has changed the way people work.

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

- (A) obtain information about a topic using a variety of oral sources such as conversations, interviews, and music;
- (B) obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer images, literature, and artifacts;
- (C) sequence and categorize information; and
- (D) identify main ideas from oral, visual, and print sources.

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

- (A) express ideas orally based on knowledge and experiences; and
- (B) create visual and written material including pictures, maps, timelines, and graphs.

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

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

## **§114.2. Languages Other Than English, Elementary.**

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

### **§115.3. Health Education, Grade 1.**

#### (a) Introduction.

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

(2) In Grade 1, students learn more about their bodies and how to care for themselves. Students also begin to learn that relationships exist between behaviors and health, and that there are community helpers such as nurses and doctors who help them stay healthy. In Grade 1, students also learn skills to help them make friends, resolve conflicts, and solve problems.

#### (b) Knowledge and skills.

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

(A) describe and practice activities that enhance individual health such as enough sleep, nutrition, and exercise; and

(B) describe activities that are provided by health care professionals such as medical check-up and dental exams.

(2) Health behaviors. The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to:

(A) identify and use protective equipment to prevent injury;

(B) name safe play environments;

(C) explain the harmful effects of, and how to avoid, alcohol, tobacco, and other drugs;

(D) identify ways to avoid weapons and drugs or harming oneself or another person by staying away from dangerous situations and reporting to an adult;

(E) identify safety rules that help to prevent poisoning;

(F) identify and describe safe bicycle skills;

(G) identify and practice safety rules during play; and

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

(3) Health behaviors. The student demonstrates basic critical-thinking, decision-making, goal setting, and problem-solving skills for making health-promoting decisions. The student is expected to:

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

(B) describe how decisions can be reached and problems can be solved; and

(C) explain the importance of goal setting and task completion.

(4) Health information. The student understands the basic structure and functions of the human body and how they relate to personal health throughout the life span. The student is expected to:

(A) identify and demonstrate use of the five senses;

(B) identify major body structures and organs and describes their basic functions; and

(C) identify and apply principles of good posture for healthy growth and development.

(5) Health information. The student recognizes health information. The student is expected to:

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

(B) list ways health information can be used such as knowing how to brush teeth properly.

(6) Health information. The student recognizes the influence of media and technology on health behaviors. The student is expected to:

(A) identify examples of health information provided by various media; and

(B) cite examples of how media and technology can affect behaviors such as television, computers, and video games.

(7) Influencing factors. The student understands the difference between sickness and health in people of all ages. The student is expected to:

(A) name types of germs that cause illness and disease;

(B) identify common illnesses and diseases and their symptoms; and

(C) explain common practices that control the way germs are spread.

(8) Influencing factors. The student understands factors that influence the health of an individual. The student is expected to:

(A) name various members of his/her family who help them to promote and practice health habits; and

(B) describe ways in which a person's health may be affected by weather and pollution.

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

(A) demonstrate respectful communication;

(B) list unique ways that individuals use to communicate such as using body language and gestures;

(C) express needs, wants, and emotions in appropriate ways; and

(D) describe and practice techniques of self-control such as thinking before acting.

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

(A) describe ways to build and maintain friendships; and

(B) practice refusal skills to avoid and resolve conflicts.

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

#### (a) Introduction.

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

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

#### (b) Knowledge and skills.

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

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

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

- (A) recognize that motor skill development requires correct practice; and
- (B) demonstrate a base of support and explain how it affects balance.

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

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

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

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

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

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

(A) distinguish between active and inactive lifestyles;

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

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

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

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

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

(A) use equipment and space safely and properly;

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

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

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

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

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

(A) demonstrate starting and stopping signals; and

(B) explain boundaries and rules for simple games.

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

(A) follow directions and apply safe movement practices;

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

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

## §117.5. Art, Grade 1.

### (a) Introduction.

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

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

### (b) Knowledge and skills.

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

(A) identify similarities, differences, and variations among subjects, using the senses; and

(B) identify color, texture, form, line, and emphasis in nature and in the human-made environment.

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

(A) invent images that combine a variety of colors, forms, and lines;

(B) place forms in orderly arrangement to create designs; and

(C) increase manipulative skills, using a variety of materials to produce drawings, paintings, prints, and constructions.

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

(A) identify simple ideas expressed in artworks through different media;

(B) select artworks that show families and groups; and

(C) identify the use of art in everyday life.

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

(A) express ideas about personal artworks; and

(B) identify simple ideas about original artworks, portfolios, and exhibitions by peers and others.

## §117.6. Music, Grade 1.

### (a) Introduction.

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

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

### (b) Knowledge and skills.

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

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

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

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

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

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

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

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

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

(A) sing songs and play musical games from diverse cultures; and

(B) identify simple relationships between music and other subjects.

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

(A) distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower, and same/different in musical performances; and

(B) begin to practice appropriate audience behavior during live performances.

## §117.7. Theatre, Grade 1.

### (a) Introduction.

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

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

### (b) Knowledge and skills.

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

(A) develop confidence and self-awareness through dramatic play;

(B) develop spatial awareness in dramatic play, using expressive and rhythmic movement;

(C) imitate actions and sounds; and

(D) imitate and create animate and inanimate objects in dramatic play.

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

(A) demonstrate safe use of movement and voice;

(B) assume roles through imitation;

(C) dramatize limited-action stories; and

(D) dramatize poems and songs.

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

(A) select aspects of the environment for use in dramatic play;

(B) adapt the environment for dramatic play, using simple materials;

(C) plan dramatic play; and

(D) cooperate with others in dramatic play.

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

(A) imitate life experiences from various historical periods in dramatic play; and

(B) identify diverse cultural dimensions in dramatic play.

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

(A) identify appropriate audience behavior;

(B) respond to and begin to evaluate dramatic activities;

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

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

## §126.2. Technology Applications, Kindergarten-Grade 2.

### (a) Introduction.

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

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

### (b) Knowledge and skills.

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

(A) use technology terminology appropriate to the task;

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

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

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

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

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

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

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

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

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

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

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

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

(A) apply keyword searches to acquire information; and

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

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

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

(B) use on-line help.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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