



**Texas Essential Knowledge and Skills (TEKS)
GRADES 1-5**

Created for the Dancing Thru Life Ballroom Program (October 2021)

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§117.106. Music, Grade 1, Adopted 2013.

(b) Knowledge and skills.

(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.

(4) Creative expression. The student creates and explores new musical ideas. The student is expected to:

(A) create short, rhythmic patterns using known rhythms.

(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:

(B) identify steady beat in short musical excerpts from various periods or times in history and diverse cultures.

(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:

(D) respond verbally or through movement to short musical examples.

Source: The provisions of this §117.106 adopted to be effective July 28, 2013, 38 TexReg 4575.

§117.107. Theatre, Grade 1, Adopted 2013.

(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:

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

Source: The provisions of this §117.107 adopted to be effective July 28, 2013, 38 TexReg 4575.

§116.3. Physical Education, Grade 1.

(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;
- (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; and
- (F) create and imitate movement in response to selected rhythms;

(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.

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

- (A) follow directions and apply safe movement practices;

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

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

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

§115.3. Health Education, Grade 1.

(b) Knowledge and skills.

(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:

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

(9) Personal/interpersonal skills. The student knows healthy and appropriate 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.

Source: The provisions of this §115.3 adopted to be effective September 1, 1998, 22 TexReg 7740; amended to be effective August 26, 2013, 38 TexReg 3413.

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

(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.

(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.

(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.

Source: The provisions of this §110.3 adopted to be effective September 25, 2017, 42 TexReg 4999.

§111.3. Mathematics, Grade 1, Adopted 2012.

(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.

(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:

(C) create two-dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons; and

(H) identify examples and non-examples of halves and fourths.

Source: The provisions of this §111.3 adopted to be effective September 10, 2012, 37 TexReg 7109.

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

(b) Knowledge and skills.

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

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

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

(A) describe the components of various jobs and the characteristics of a job well performed.

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

(A) explain the purpose for rules and laws in the home, school, and community; and

(B) identify rules and laws that establish order, provide security, and manage conflict.

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

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

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

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

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

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

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

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

§117.109. Music, Grade 2, Adopted 2013.

(b) Knowledge and skills.

(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement;

4) Creative expression. The student creates and explores new musical ideas. The student is expected to:

(A) create rhythmic phrases using known rhythms.

(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 patriotic, folk, and seasonal music;

(B) examine short musical excerpts from various periods or times in history and diverse and local cultures; and

(C) identify simple interdisciplinary concepts relating to music.

(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 patriotic, folk, and seasonal music;

(B) examine short musical excerpts from various periods or times in history and diverse and local 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:

(D) respond verbally or through movement to short musical examples.

Source: The provisions of this §117.109 adopted to be effective July 28, 2013, 38 TexReg 4575.

§117.110. Theatre, Grade 2, Adopted 2013.

(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:

(B) expand spatial awareness in dramatic play using expressive and rhythmic movement.

Source: The provisions of this §117.110 adopted to be effective July 28, 2013, 38 TexReg 4575.

§116.4. Physical Education, Grade 2.

(b) Knowledge and skills.

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

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

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

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

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

(J) demonstrate the ability to mirror a partner;

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

(L) perform rhythmical sequences such as simple folk, creative, and ribbon routines.

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

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

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

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

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

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

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

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

(A) display good sportsmanship; and

(B) treat others with respect during play.

Source: The provisions of this §116.4 adopted to be effective September 1, 1998, 22 TexReg 7759.

§115.4. Health Education, Grade 2.

(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:

(D) identify healthy and unhealthy food choices such as a healthy breakfast and snacks and fast food choices; and

(E) define stress and describe healthy behaviors that reduce stress such as exercise.

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

(A) describe how to effectively communicate;

(B) express needs, wants, and emotions in healthy ways;

(C) explain the benefits of practicing self-control; and

(E) explain the benefits of treating friends, teachers, family members, and peers with respect.

(11) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions. The student is expected to:

- (A) explain steps in the decision-making process and the importance of following the steps;
- (B) describe how personal-health decisions affect self and others; and
- (C) list the steps and describe the importance of task completion and goal setting.

Source: The provisions of this §115.4 adopted to be effective September 1, 1998, 22 TexReg 7740; amended to be effective August 26, 2013, 38 TexReg 3413.

§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.

(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 that focus on 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, making appropriate contributions, and building on the ideas of others; and
- (E) develop social communication such as distinguishing between asking and telling.

(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 that demonstrate an understanding of the text;
- (C) use text evidence to support an appropriate response;

(D) retell and paraphrase texts in ways that maintain meaning and logical order;

(E) interact with sources in meaningful ways such as illustrating or writing; and

(F) respond using newly acquired vocabulary as appropriate.

(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) compose literary texts, including personal narratives and poetry;

(B) compose informational texts, including procedural texts and reports; and

(C) compose correspondence such as thank you notes or letters.

Source: The provisions of this §110.4 adopted to be effective September 25, 2017, 42 TexReg 4999.

§111.4. Mathematics, Grade 2, Adopted 2012.

(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.

Source: The provisions of this §111.4 adopted to be effective September 10, 2012, 37 TexReg 7109.

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

(b) Knowledge and skills.

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

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

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

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

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

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

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

(B) compare ethnic and/or cultural celebrations.

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

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

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

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

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

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

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

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

§117.112. Music, Grade 3, Adopted 2013.

(b) Knowledge and skills.

(4) Creative expression. The student creates and explores new musical ideas. The student is expected to:

(A) create rhythmic phrases using known rhythms.

(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:

(B) examine short musical excerpts from various periods or times in history and diverse and local 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:

(D) respond verbally or through movement to short musical examples.

Source: The provisions of this §117.112 adopted to be effective July 28, 2013, 38 TexReg 4575.

§117.113. Theatre, Grade 3, Adopted 2013.

(b) Knowledge and skills.

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

(C) discuss the use of music, movement, and visual components in dramatic activities and performances.

Source: The provisions of this §117.113 adopted to be effective July 28, 2013, 38 TexReg 4575.

§116.5. Physical Education, Grade 3.

(b) Knowledge and skills.

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

(A) travel in forward, sideways, and backwards and change direction quickly and safely in dynamic situations;

(D) demonstrate moving in and out of a balanced position with control;

(H) clap echoes in a variety of one measure rhythmical patterns; and

(1) demonstrate various step patterns and combinations of movement in repeatable sequences.

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

(B) know that practice, attention and effort are required to improve skills.

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

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

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

(C) participate in appropriate exercises for developing flexibility; 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 involvement in daily physical activity and factors that affect physical performance. The student is expected to:

(A) describe the long term effects of physical activity on the heart;

(B) distinguish between aerobic and anaerobic activities; and

(D) identify principles of good posture and its impact on physical activity.

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

(A) identify components of games that can be modified to make the games and participants more successful; and

(B) explain the importance of basic rules in games and activities.

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

- (A) follow rules, procedures, and etiquette;
- (B) persevere when not successful on the first try in learning movement skills; and
- (C) accept and respect differences and similarities in physical abilities of self and others.

Source: The provisions of this §116.5 adopted to be effective September 1, 1998, 22 TexReg 7759.

§115.5. Health Education, Grade 3.

(b) Knowledge and skills.

(1) Health behaviors. The student explains ways to enhance and maintain health throughout the life span. The student is expected to:

- (A) explain how personal-health habits affect self and others;
- (B) describe ways to improve personal fitness; and
- (E) explain the effects of too much stress and practice ways to reduce stress such as exercising and listening to music.

(9) Personal/interpersonal skills. The student uses social skills in building and maintaining healthy and respectful relationships. The student is expected to:

- (D) demonstrate effective listening skills; and
- (G) describe ways to help build self-esteem for oneself, friends, and others.

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

- (A) demonstrate respectful communication with family members, peers, teachers, and others;
- (B) describe the mental-health value of respectful communication such as reducing the potential for angry behavior; and
- (C) express needs, wants, and emotions in healthy ways.

(11) Personal/interpersonal skills. The student recognizes critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions. The student is expected to:

- (A) practice critical-thinking skills when making health decisions;
- (F) describe goal-setting skills; and
- (G) explain the importance of time passage with respect to a goal.

Source: The provisions of this §115.5 adopted to be effective September 1, 1998, 22 TexReg 7740; amended to be effective August 26, 2013, 38 TexReg 3413.

§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.

(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 make pertinent comments;
- (B) follow, restate, and give oral instructions that involve a series of related sequences of action;
- (C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;
- (D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and
- (E) develop social communication such as conversing politely in all situations.

(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, including self-selected texts;
- (B) write a response to a literary or informational text that demonstrates an understanding of a text;

- (C) use text evidence to support an appropriate response;
- (D) retell and paraphrase texts in ways that maintain meaning and logical order;
- (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
- (F) respond using newly acquired vocabulary as appropriate; and
- (G) discuss specific ideas in the text that are important to the meaning.

(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) compose literary texts, including personal narratives and poetry, using genre characteristics and craft;
- (B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;
- (C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and
- (D) compose correspondence such as thank you notes or letters.

Source: The provisions of this §110.5 adopted to be effective September 25, 2017, 42 TexReg 4999.

§111.5. Mathematics, Grade 3, Adopted 2012.

(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.

Source: The provisions of this §111.5 adopted to be effective September 10, 2012, 37 TexReg 7109; amended to be effective October 15, 2013, 38 TexReg 7112.

§113.14. Social Studies, Grade 3, Beginning with School Year 2011-2012.

(b) Knowledge and skills.

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

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

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

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

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

§117.115. Music, Grade 4, Adopted 2013.

(b) Knowledge and skills.

(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

- (C) move alone and with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together.

(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:

- (C) identify and describe music from diverse genres, styles, periods, and cultures; and
- (D) examine the relationships between music and interdisciplinary concepts.

(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:

(D) respond verbally and through movement to short musical examples.

Source: The provisions of this §117.115 adopted to be effective July 28, 2013, 38 TexReg 4575.

§117.116. Theatre, Grade 4, Adopted 2013.

(b) Knowledge and skills.

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

(C) discuss how movement, music, or visual elements enhance ideas and emotions depicted in theatre.

Source: The provisions of this §117.116 adopted to be effective July 28, 2013, 38 TexReg 4575.

§116.6. Physical Education, Grade 4.

(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 changes in speed during straight, curved, and zig zag pathways in dynamic situations;

(C) combine shapes, levels, pathways, and locomotor patterns smoothly into repeatable sequences;

(E) perform sequences that include traveling, showing good body control combined with stationary balances on various body parts;

(F) demonstrate body control in jumping and landing such as land on feet, bend knees, and absorb force;

(H) create a movement sequence with a beginning, middle, and end; and

(I) perform basic folk dance steps such as grapevine, schottische, and step-together-step.

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

(B) identify ways movement concepts such as time, space, effort, and relationships can be used to refine movement skills; and

(C) make appropriate changes in performance based on feedback.

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

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

(B) name the components of health-related fitness such as strength, endurance, and flexibility;

(C) identify and demonstrate a variety of exercises that promote flexibility;

(D) improve flexibility in shoulders, trunk, and legs; and

(E) participate in activities that develop and maintain muscular strength and endurance.

(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:

(B) participate in moderate to vigorous physical activities on a daily basis;

(C) identify methods for measuring cardiovascular endurance, muscular strength and endurance, and flexibility;

(D) identify major muscle groups and the movements they cause;

(F) explain the link between physical activity/inactivity and health such as reduce stress and burn calories;

(G) explain the relationship between physical activity and stress relief and demonstrate stress relief activities such as brisk walking, gentle stretching, and muscle tension and release;

(H) describe the need for rest and sleep in recovering from exercise; and

(I) identify sources of information on skill improvement, fitness, and health such as books and technology.

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

(A) distinguish between compliance and noncompliance with rules and regulations.

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

(A) follow rules, procedures, and etiquette;

(B) respond to winning and losing with dignity and understanding;

(C) work independently and stay on task; and

(D) demonstrate effective communication, consideration and respect for the feelings of others during physical activities such as encourage others, allow others equal turns, and invite others to participate.

Source: The provisions of this §116.6 adopted to be effective September 1, 1998, 22 TexReg 7759.

§115.6. Health Education, Grade 4.

(b) Knowledge and skills.

(1) Health information. The student recognizes ways to enhance and maintain health throughout the life span. The student is expected to:

(C) differentiate between aerobic and anaerobic exercise;

(D) explain the physical, mental, and social benefits of fitness;

(E) explain how sleep affects academic performance; and

(F) identify the importance of taking personal responsibility for developing and maintaining a personal health plan such as fitness, nutrition, stress management, and personal safety.

(9) Personal/interpersonal skills. The student uses social skills for building and maintaining healthy relationships throughout the life span. The student is expected to:

(B) explain steps in conflict resolution; and

(F) analyze strengths and weaknesses in personal communication skills.

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

(A) demonstrate consideration when communicating with individuals who communicate in unique ways such as someone having a speech defect, someone not speaking English, or someone being deaf;

(B) describe healthy ways of responding to disrespectful behavior; and

(C) describe strategies for self-control and the importance of dealing with emotions appropriately and how they affect thoughts and behaviors.

(11) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions. The student is expected to:

(B) explain the advantages of setting short and long-term goals; and

(E) describe steps in decision making and problem solving.

Source: The provisions of this §115.6 adopted to be effective September 1, 1998, 22 TexReg 7740; amended to be effective August 26, 2013, 38 TexReg 3413.

§110.6. English Language Arts and Reading, Grade 4, Adopted 2017.

(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 make pertinent comments;

(B) follow, restate, and give oral instructions that involve a series of related sequences of action;

(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and

(D) work collaboratively with others to develop a plan of shared responsibilities.

(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, including self-selected texts;
- (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;
- (C) use text evidence to support an appropriate response;
- (D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;
- (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
- (F) respond using newly acquired vocabulary as appropriate; and
- (G) discuss specific ideas in the text that are important to the meaning.

(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) compose literary texts such as personal narratives and poetry using genre characteristics and craft;
- (B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;
- (C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and
- (D) compose correspondence that requests information.

Source: The provisions of this §110.6 adopted to be effective September 25, 2017, 42 TexReg 4999.

§111.6. Mathematics, Grade 4, Adopted 2012.

(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.

(6) Geometry and measurement. The student applies mathematical process standards to analyze geometric attributes in order to develop generalizations about their properties. The student is expected to:

(A) identify points, lines, line segments, rays, angles, and perpendicular and parallel lines.

Source: The provisions of this §111.6 adopted to be effective September 10, 2012, 37 TexReg 7109.

§113.15. Social Studies, Grade 4, Beginning with School Year 2011-2012.

(b) Knowledge and skills.

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

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

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

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

§117.118. Music, Grade 5, Adopted 2013.

(b) Knowledge and skills.

(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

(C) move alone and with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together.

(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:

(C) identify and describe music from diverse genres, styles, periods, and cultures; and

(D) examine the relationships between music and interdisciplinary concepts.

(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:

(D) respond verbally and through movement to short musical examples.

Source: The provisions of this §117.118 adopted to be effective July 28, 2013, 38 TexReg 4575.

§117.119. Theatre, Grade 5, Adopted 2013.

(b) Knowledge and skills.

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

(B) compare visual, aural, oral, and kinetic aspects of informal and formal theatre with the elements of art, dance, or music; and

(C) identify and discuss how movement, music, or visual elements enhance ideas and emotions depicted in theatre.

Source: The provisions of this §117.119 adopted to be effective July 28, 2013, 38 TexReg 4575.

§116.7. Physical Education, Grade 5.

(b) Knowledge and skills.

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

(C) demonstrate attention to form, power, accuracy, and follow-through in performing movement skills;

(E) demonstrate simple stunts that exhibit agility such as jumping challenges with proper landings;

(H) demonstrate the ability to contrast a partner's movement; and

(I) perform selected folk dances.

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

(B) identify the importance of various elements of performance for different stages during skill learning such as form, power, accuracy, and consistency; and

(C) choose appropriate drills/activities to enhance the learning of a specific skill.

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

(A) participate in moderate to vigorous physical activities on a daily basis that develop health-related fitness; and

(B) identify appropriate personal fitness goals in each of the components of health-related fitness.

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

(A) relate ways that aerobic exercise strengthens and improves the efficiency of the heart and lungs;

(D) define the principle of frequency, intensity, and time and describe how to incorporate these principles to improve fitness; and

(E) describe the structure and function of the muscular and skeletal system as they relate to physical performance such as muscles pull on bones to cause movement, muscles work in pairs, and muscles work by contracting and relaxing.

(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:

(B) explain the concept and importance of team work.

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

(A) follow rules, procedures, and etiquette;

(B) use sportsmanship skills for settling disagreements in socially acceptable ways such as remaining calm, identifying the problem,

listening to others, generating solutions, or choosing a solution that is acceptable to all; and

(C) describe how physical activity with a partner or partners can increase motivation and enhance safety.

Source: The provisions of this §116.7 adopted to be effective September 1, 1998, 22 TexReg 7759.

§115.7. Health Education, Grade 5.

(b) Knowledge and skills.

(1) Health information. The student knows ways to enhance and maintain personal health throughout the life span. The student is expected to:

(E) differentiate between health-related and skill-related physical activities; and

(F) analyze the components of a personal health maintenance plan for individuals and families such as stress management and personal safety.

(6) Influencing factors. The student understands how relationships influence individual and family health including the skills necessary for building and maintaining relationships. The student is expected to:

(C) identify ways to enhance personal communication skills;

(D) analyze respectful ways to communicate with family, adults, and peers;

(E) demonstrate ways of communicating with individuals who communicate in unique ways such as having a speech defect and not speaking English;

(F) apply and practice strategies for self-control; and

(G) describe strategies for stress management.

(9) Personal/interpersonal skills. The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making healthy decisions. The student is expected to:

(C) utilize critical thinking in decision making and problem solving;

(D) describe benefits in setting and implementing short and long-term goals; and

- (E) explain the necessity of perseverance to achieve goals.

Source: The provisions of this §115.7 adopted to be effective September 1, 1998, 22 TexReg 7740; amended to be effective August 26, 2013, 38 TexReg 3413.

§110.7. English Language Arts and Reading, Grade 5, Adopted 2017.

(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 to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;

(B) follow, restate, and give oral instructions that include multiple action steps;

(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and

(D) work collaboratively with others to develop a plan of shared responsibilities.

(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, including self-selected texts;

(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;

(C) use text evidence to support an appropriate response;

(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;

(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;

(F) respond using newly acquired vocabulary as appropriate; and

(G) discuss specific ideas in the text that are important to the meaning.

(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) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
- (B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;
- (C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and
- (D) compose correspondence that requests information.

Source: The provisions of this §110.7 adopted to be effective September 25, 2017, 42 TexReg 4999.

§111.7. Mathematics, Grade 5, Adopted 2012.

(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.

Source: The provisions of this §111.7 adopted to be effective September 10, 2012, 37 TexReg 7109.

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

(b) Knowledge and skills.

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

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

Source: The provisions of this §113.16 adopted to be effective August 23, 2010, 35 TexReg 7232.