

4-H Food & Nutrition Programs

Alignment with the
Texas Essential Knowledge and Skills for Grade 1

English Language Arts & Reading	
Mathematics	
Science	
Social Studies	
Health Education	6A-D, 7, 8B
Physical Education	10A-B
Art	
Music	
Theatre	
Technology Applications	



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

- (a) Knowledge and skills.
 - (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
 - (A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
 - (B) follow, restate, and give oral instructions that involve a short, related sequence of actions;
 - (C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
 - (D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and
 - (E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.
 - (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
 - (A) demonstrate phonological awareness by:
 - (i) producing a series of rhyming words;
 - (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;
 - (iii) distinguishing between long and short vowel sounds in one-syllable words;
 - (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed;
 - (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;
 - (vi) manipulating phonemes within base words; and
 - (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;
 - (B) demonstrate and apply phonetic knowledge by:
 - (i) decoding words in isolation and in context by

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

fluency (rate, accuracy, and prosody) when reading grade-level text.

- (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.

- (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
 - (A) establish purpose for reading assigned and self-selected texts with adult assistance;
 - (B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;
 - (C) make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance;
 - (D) create mental images to deepen understanding with adult assistance;
 - (E) make connections to personal experiences, ideas in other texts, and society with adult assistance;
 - (F) make inferences and use evidence to support understanding with adult assistance;
 - (G) evaluate details to determine what is most important with adult assistance;
 - (H) synthesize information to create new understanding with adult assistance; and
 - (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

- (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
 - (A) describe personal connections to a variety of sources;
 - (B) write brief comments on literary or informational texts;
 - (C) use text evidence to support an appropriate response;
 - (D) retell texts in ways that maintain meaning;
 - (E) interact with sources in meaningful ways such as illustrating or writing; and

- (F) respond using newly acquired vocabulary as appropriate.
- (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
 - (A) discuss topics and determine theme using text evidence with adult assistance;
 - (B) describe the main character(s) and the reason(s) for their actions;
 - (C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and
 - (D) describe the setting.
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
 - (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes;
 - (B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;
 - (C) discuss elements of drama such as characters and setting;
 - (D) recognize characteristics and structures of informational text, including:
 - (i) the central idea and supporting evidence with adult assistance;
 - (ii) features and simple graphics to locate or gain information; and
 - (iii) organizational patterns such as chronological order and description with adult assistance;
 - (E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and
 - (F) recognize characteristics of multimodal and digital texts.
- (10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

- (A) discuss the author's purpose for writing text;
 - (B) discuss how the use of text structure contributes to the author's purpose;
 - (C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;
 - (D) discuss how the author uses words that help the reader visualize; and
 - (E) listen to and experience first- and third-person texts.
- (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
- (A) plan a first draft by generating ideas for writing such as by drawing and brainstorming;
 - (B) develop drafts in oral, pictorial, or written form by:
 - (i) organizing with structure; and
 - (ii) developing an idea with specific and relevant details;
 - (C) revise drafts by adding details in pictures or words;
 - (D) edit drafts using standard English conventions, including:
 - (i) complete sentences with subject-verb agreement;
 - (ii) past and present verb tense;
 - (i) singular, plural, common, and proper nouns;
 - (ii) adjectives, including articles;
 - (iii) adverbs that convey time;
 - (iv) prepositions;
 - (v) pronouns, including subjective, objective, and possessive cases;
 - (vi) capitalization for the beginning of sentences and the pronoun "I";
 - (vii) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and
 - (viii) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; and
 - (E) publish and share writing.
- (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
- (A) dictate or compose literary texts, including personal

- narratives and poetry;
 - (B) dictate or compose informational texts, including procedural texts; and
 - (C) dictate or compose correspondence such as thank you notes or letters.
- (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
- (A) generate questions for formal and informal inquiry with adult assistance;
 - (B) develop and follow a research plan with adult assistance;
 - (C) identify and gather relevant sources and information to answer the questions with adult assistance;
 - (D) demonstrate understanding of information gathered with adult assistance; and
 - (E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

§111.3. Mathematics, Grade 1, Adopted 2012.

- (a) Knowledge and skills.
- (1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:
 - (A) apply mathematics to problems arising in everyday life, society, and the workplace;
 - (B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;
 - (C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;
 - (D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
 - (E) create and use representations to organize, record, and communicate mathematical ideas;
 - (F) analyze mathematical relationships to connect and communicate mathematical ideas; and
 - (G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.
 - (2) Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:
 - (A) recognize instantly the quantity of structured arrangements;
 - (B) use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones;
 - (C) use objects, pictures, and expanded and standard forms to represent numbers up to 120;
 - (D) generate a number that is greater than or less than a given whole number up to 120;
 - (E) use place value to compare whole numbers up to 120 using comparative language;
 - (F) order whole numbers up to 120 using place value and open number lines; and

- (G) represent the comparison of two numbers to 100 using the symbols $>$, $<$, or $=$.
- (3) Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. The student is expected to:
- (A) use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99;
 - (B) use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as $2 + 4 = []$; $3 + [] = 7$; and $5 = [] - 3$;
 - (C) compose 10 with two or more addends with and without concrete objects;
 - (D) apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10;
 - (E) explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences; and
 - (F) generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20.
- (4) Number and operations. The student applies mathematical process standards to identify coins, their values, and the relationships among them in order to recognize the need for monetary transactions. The student is expected to:
- (A) identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them;
 - (B) write a number with the cent symbol to describe the value of a coin; and
 - (C) use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.
- (5) Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. The student is expected to:
- (A) recite numbers forward and backward from any given number between 1 and 120;
 - (B) skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set;

- (C) use relationships to determine the number that is 10 more and 10 less than a given number up to 120;
 - (D) represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences;
 - (E) understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s);
 - (F) determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation; and
 - (G) apply properties of operations to add and subtract two or three numbers.
- (6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:
- (A) classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language;
 - (B) distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape;
 - (C) create two-dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons;
 - (D) identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language;
 - (E) identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language;
 - (F) compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible;

- (G) partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words; and
 - (H) identify examples and non-examples of halves and fourths.
- (7) Geometry and measurement. The student applies mathematical process standards to select and use units to describe length and time. The student is expected to:
- (A) use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement;
 - (B) illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other;
 - (C) measure the same object/distance with units of two different lengths and describe how and why the measurements differ;
 - (D) describe a length to the nearest whole unit using a number and a unit; and
 - (E) tell time to the hour and half hour using analog and digital clocks.
- (8) Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:
- (A) collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts;
 - (B) use data to create picture and bar-type graphs; and
 - (C) draw conclusions and generate and answer questions using information from picture and bar-type graphs.

§112.3. Science, Grade 1, Adopted 2021.

- (a) Knowledge and skills.
- (1) Scientific and engineering practices. The student asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models. The student is expected to:
 - (A) ask questions and define problems based on observations or information from text, phenomena, models, or investigations;
 - (B) use scientific practices to plan and conduct simple descriptive investigations and use engineering practices to design solutions to problems;
 - (C) identify, describe, and demonstrate safe practices during classroom and field investigations as outlined in Texas Education Agency-approved safety standards;
 - (D) use tools, including hand lenses, goggles, heat-resistant gloves, trays, cups, bowls, beakers, sieves/sifters, tweezers, primary balance, notebooks, terrariums, aquariums, stream tables, soil samples (loam, sand, gravel, rocks, and clay), seeds, plants, windsock, pinwheel, student thermometer, demonstration thermometer, rain gauge, straws, ribbons, non-standard measuring items, flashlights, sandpaper, wax paper, items that are magnetic, non-magnetic items, a variety of magnets, hot plate, aluminum foil, Sun-Moon-Earth model, and plant and animal life cycle models to observe, measure, test, and compare;
 - (E) collect observations and measurements as evidence;
 - (F) record and organize data using pictures, numbers, words, symbols, and simple graphs; and
 - (G) develop and use models to represent phenomena, objects, and processes or design a prototype for a solution to a problem.
- (2) Scientific and engineering practices. The student analyzes and interprets data to derive meaning, identify features and patterns, and discover relationships or correlations to develop evidence-based arguments or evaluate designs. The student is expected to:
 - (A) identify basic advantages and limitations of models such as their size, properties, and materials;
 - (B) analyze data by identifying significant features and patterns;
 - (C) use mathematical concepts to compare two objects with common attributes; and
 - (D) evaluate a design or object using criteria to determine if it works as

intended.

- (3) Scientific and engineering practices. The student develops evidence-based explanations and communicates findings, conclusions, and proposed solutions. The student is expected to:
 - (A) develop explanations and propose solutions supported by data and models;
 - (B) communicate explanations and solutions individually and collaboratively in a variety of settings and formats; and
 - (C) listen actively to others' explanations to identify important evidence and engage respectfully in scientific discussion.
- (4) Scientific and engineering practices. The student knows the contributions of scientists and recognizes the importance of scientific research and innovation for society. The student is expected to:
 - (A) explain how science or an innovation can help others; and
 - (B) identify scientists and engineers such as Katherine Johnson, Sally Ride, and Ernest Just and explore what different scientists and engineers do.
- (5) Recurring themes and concepts. The student uses recurring themes and concepts to make connections across disciplines. The student is expected to:
 - (A) identify and use patterns to describe phenomena or design solutions;
 - (B) investigate and predict cause-and-effect relationships in science;
 - (C) describe the properties of objects in terms of relative size (scale) and relative quantity;
 - (D) examine the parts of a whole to define or model a system;
 - (E) identify forms of energy and properties of matter;
 - (F) describe the relationship between structure and function of objects, organisms, and systems; and
 - (G) describe how factors or conditions can cause objects, organisms, and systems to either change or stay the same.
- (6) Matter and its properties. The student knows that objects have physical properties that determine how they are described and classified. The student is expected to:
 - (A) classify objects by observable physical properties, including, shape, color, and texture, and attributes such as larger and smaller and heavier and lighter;
 - (B) explain and predict changes in materials caused by heating and cooling; and

- (C) demonstrate and explain that a whole object is a system made of organized parts such as a toy that can be taken apart and put back together.
- (7) Force, motion, and energy. The student knows that forces cause changes in motion and position in everyday life. The student is expected to:
- (A) explain how pushes and pulls can start, stop, or change the speed or direction of an object's motion; and
 - (B) plan and conduct a descriptive investigation that predicts how pushes and pulls can start, stop, or change the speed or direction of an object's motion.
- (8) Force, motion, and energy. The student knows that energy is everywhere and can be observed in everyday life. The student is expected to:
- (A) investigate and describe applications of heat in everyday life such as cooking food or using a clothes dryer; and
 - (B) describe how some changes caused by heat may be reversed such as melting butter and other changes cannot be reversed such as cooking an egg or baking a cake.
- (9) Earth and space. The student knows that the natural world has recognizable patterns. The student is expected to describe and predict the patterns of seasons of the year such as order of occurrence and changes in nature.
- (10) Earth and space. The student knows that the natural world includes earth materials that can be observed in systems and processes. The student is expected to:
- (A) investigate and document the properties of particle size, shape, texture, and color and the components of different types of soils such as topsoil, clay, and sand;
 - (B) investigate and describe how water can move rock and soil particles from one place to another;
 - (C) compare the properties of puddles, ponds, streams, rivers, lakes, and oceans, including color, clarity, size, shape, and whether it is freshwater or saltwater; and
 - (D) describe and record observable characteristics of weather, including hot or cold, clear or cloudy, calm or windy, and rainy or icy, and explain the impact of weather on daily choices.
- (11) Earth and space. The student knows that earth materials and products made from these materials are important to everyday life. The student is expected to:
- (A) identify and describe how plants, animals, and humans use rocks, soil, and water;
 - (B) explain why water conservation is important; and

- (C) describe ways to conserve water such as turning off the faucet when brushing teeth and protect natural sources of water such as keeping trash out of bodies of water.
- (12) Organisms and environments. The student knows that the environment is composed of relationships between living organisms and nonliving components. The student is expected to:
- (A) classify living and nonliving things based upon whether they have basic needs and produce young;
 - (B) describe and record examples of interactions and dependence between living and nonliving components in terrariums or aquariums; and
 - (C) identify and illustrate how living organisms depend on each other through food chains.
- (13) Organisms and environments. The student knows that organisms resemble their parents and have structures and undergo processes that help them interact and survive within their environments. The student is expected to:
- (A) identify the external structures of different animals and compare how those structures help different animals live, move, and meet basic needs for survival;
 - (B) record observations of and describe basic life cycles of animals, including a bird, a mammal, and a fish; and
 - (C) compare ways that young animals resemble their parents.

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

- (a) Knowledge and skills.
 - (1) History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:
 - (A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day, Independence Day, and Veterans Day; and
 - (B) compare the observance of holidays and celebrations.
 - (2) History. The student understands how historical figures helped shape the state and nation. The student is expected to:
 - (A) identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation; and
 - (B) compare the lives of historical figures who have influenced the state and nation.
 - (3) Geography. The student understands the relative location of places. The student is expected to:
 - (A) describe the location of self and objects relative to other locations in the classroom and school using spatial terms; and
 - (B) locate places using the four cardinal directions.
 - (4) Geography. The student understands the purpose of geographic tools, including maps and globes. The student is expected to:
 - (A) create and use simple maps such as maps of the home, classroom, school, and community; and
 - (B) locate and explore the community, Texas, and the United States on maps and globes.
 - (5) Geography. The student understands physical and human characteristics of place to better understand their community and the world around them. The student is expected to:
 - (A) identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather; and
 - (B) identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities.
 - (6) Economics. The student understands how families meet basic human needs. The student is expected to:
 - (A) describe ways that families meet basic human needs; and
 - (B) describe similarities and differences in ways families meet basic human needs.

- (7) Economics. The student understands the concepts of goods and services. The student is expected to:
 - (A) identify examples of goods and services in the home, school, and community;
 - (B) identify ways people exchange goods and services; and
 - (C) identify the role of markets in the exchange of goods and services.
- (8) Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:
 - (A) identify examples of people wanting more than they can have;
 - (B) explain why wanting more than they can have requires that people make choices; and
 - (C) identify examples of choices families make when buying goods and services.
- (9) Economics. The student understands the value of work. The student is expected to:
 - (A) describe the tools of various jobs and the characteristics of a job well performed; and
 - (B) describe how various jobs contribute to the production of goods and services.
- (10) Government. The student understands the purpose of rules and laws. The student is expected to:
 - (A) explain the purpose for rules and laws in the home, school, and community; and
 - (B) identify rules and laws that establish order, provide security, and manage conflict.
- (11) Government. The student understands the role of authority figures and public officials. The student is expected to:
 - (A) identify the responsibilities of authority figures in the home, school, and community; and
 - (B) identify and describe the roles of public officials in the community, state, and nation.
- (12) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:
 - (A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting; and
 - (B) identify historical figures and other individuals who have exemplified good

- citizenship such as Benjamin Franklin and Eleanor Roosevelt.
- (13) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:
- (A) explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo;
 - (B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;
 - (C) identify anthems and mottoes of Texas and the United States;
 - (D) explain and practice voting as a way of making choices and decisions; and
 - (E) explain how patriotic customs and celebrations reflect American individualism and freedom.
- (14) Culture. The student understands the importance of family and community beliefs, language, and traditions. The student is expected to:
- (A) describe and explain the importance of beliefs, language, and traditions of families and communities; and
 - (B) explain the way folktales and legends reflect beliefs, language, and traditions of communities.
- (15) Science, technology, and society. The student identifies individuals who created or invented new technology and understands how technology affects daily life, past and present. The student is expected to:
- (A) describe how technology has affected the ways families live;
 - (B) describe how technology has affected communication, transportation, and recreation; and
 - (C) identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan.
- (16) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:
- (A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance; and
 - (B) sequence and categorize information.
- (17) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:
- (A) use a simple timeline to distinguish among past, present, and future;
 - (B) use a calendar to describe and measure time in days, weeks, months, and years;
 - (C) express ideas orally based on knowledge and experiences;
 - (D) create and interpret visual and written material; and

- (E) use social studies terminology correctly.
- (18) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

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

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

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

- (a) Knowledge and skills.
 - (1) Physical health and hygiene--body systems. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to demonstrate use of the five senses.
 - (2) Physical health and hygiene--personal health and hygiene. The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to:
 - (A) identify types of health care professionals and describe the services they provide such as medical checkups, dental exams, and vision and hearing screenings;
 - (B) describe personal hygiene and health habits that enhance individual health such as personal hygiene, oral hygiene, and getting enough sleep;
 - (C) describe ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization; and
 - (D) describe where head lice and biting insects that may cause illness, including ticks and mosquitos, are commonly encountered and how to avoid them.
 - (3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:
 - (A) identify their own feelings and emotions;
 - (B) discuss and explain how emotions can interrupt thinking and the self-management process;
 - (C) describe and practice calming and self-management strategies;
 - (D) describe ways in which peers and families can work together to build healthy relationships;
 - (E) describe ways to build and maintain friendships;
 - (F) identify ways to respectfully communicate verbally and nonverbally;
 - (G) identify feelings and emotions expressed by others; and
 - (H) identify and practice ways to solve conflicts with friends and peers.
 - (4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:

- (A) discuss ways to be kind to self and how to identify areas for growth; and
 - (B) explain the importance of goal setting and task completion.
- (5) Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:
- (A) discuss and demonstrate how to treat peers with different learning needs with dignity and respect;
 - (B) identify situations that can create positive stress and positive emotions; and
 - (C) discuss the signs and symptoms associated with negative stress such as loss or grief.
- (6) Healthy eating and physical activity--food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:
- (A) explain that fruits, proteins, vegetables, and dairy provide essential vitamins and minerals;
 - (B) identify recommended portion sizes by comparing portions to familiar objects such as a golf ball for a cookie or a frisbee for a dinner plate;
 - (C) identify the food groups and classify examples of foods into each group; and
 - (D) identify ingredients that make foods and drinks unhealthy such as added sugar and other sweeteners.
- (7) Healthy eating and physical activity--nutrition and physical activity literacy. The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to identify examples of health information provided by various media and how the examples affect nutritional habits and physical activity.
- (8) Healthy eating and physical activity--risk and protective factors. The student identifies and explains risk and protective factors related to healthy eating and physical activity. The student is expected to:
- (A) identify common food allergies and explain the importance of respecting others who have allergies; and
 - (B) describe habits that improve individual health such as getting

enough sleep, eating nutritious foods, and exercising.

- (9) Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to:
- (A) discuss and demonstrate strategies to keep self and others safe by staying away from dangerous situations and reporting to a parent or another trusted adult or contacting 911; and
 - (B) identify the purpose and demonstrate proper use of protective equipment such as seat belts, booster seats, and bicycle helmets.
- (10) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:
- (A) practice refusal skills to protect personal space and avoid unsafe situations;
 - (B) identify appropriate personal boundaries, privacy, and space; and
 - (C) recall parents'/caregivers' phone numbers as part of a personal safety plan.
- (11) Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:
- (A) describe the difference between safe and unsafe environments; and
 - (B) identify ways to avoid weapons and harming oneself or others by staying away from dangerous situations and reporting to a parent or another trusted adult.
- (12) Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to demonstrate how to get help from a teacher, parent, or other trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment.
- (13) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:
- (A) describe consequences for both the victim and the bully and the impact of bullying on the victim;
 - (B) discuss ways of discouraging bullying;

- (C) explain the differences between teasing, joking, and playing around and bullying; and
 - (D) identify how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person.
- (14) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:
- (A) identify the difference between over-the-counter and prescription drugs; and
 - (B) identify and describe the harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants, vaping products, and household products on physical health.
- (15) Alcohol, tobacco, and other drugs--treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe what poisoning or overdose could look like and identify how to respond, including who to contact for help.
- (16) Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to identify how to get help from a parent or another trusted adult related to alcohol, tobacco, and drug abuse.
- (17) Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to identify unsafe situations and practice strategies to avoid risky behaviors related to alcohol, tobacco, and other drugs.

§116.13. Physical Education, Grade 1. Adopted 2020.

- (a) Knowledge and skills.
- (1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:
 - (A) practice proper foot patterns and maintain balance while hopping, galloping, running, sliding, and skipping;
 - (B) practice correct technique while jumping in place, forward and backward, side to side, and quarter turns while maintaining balance;
 - (C) demonstrate visual tracking and tracing, simple balancing, cross lateralization, and sequencing of three skills; and
 - (D) spin and roll at different levels, speeds, and positions.
 - (2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:
 - (A) maintain balance standing on one foot for five seconds while placing the free leg in a variety of different positions; and
 - (B) demonstrate bending, stretching, twisting, curling, and swaying while maintaining balance.
 - (3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:
 - (A) demonstrate key elements of self-tossing and throwing underhand while stepping with the opposite foot forward to a target;
 - (B) demonstrate key elements of catching an accurately and softly thrown large ball and a self-tossed object;
 - (C) practice dribbling continuously with one hand while stationary using preferred hand;
 - (D) tap or dribble a ball using the inside of the foot while walking;
 - (E) approach and kick a stationary ball;
 - (F) volley a lightweight object to self and partner;
 - (G) strike an object using a short-handled implement, projecting the object upward;
 - (H) jump consecutively with a self-turned rope; and
 - (I) turn a long rope.
 - (4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:
 - (A) move in personal and general space to rhythms and beats while maintaining balance;

- (B) travel over, under, around, and through using a variety of pathways, shapes, and levels; and
 - (C) differentiate between fast and slow speeds, strong and light force, and various directions.
- (5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to mirror and follow teacher movement and basic rhythm patterns in four counts.
- (6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:
- (A) apply the skills of chasing, fleeing, and dodging to avoid or catch others while maintaining appropriate space and speed during a variety of games;
 - (B) identify and follow teacher instructions to improve performance for specific motor development skills; and
 - (C) demonstrate safe practices by using equipment appropriately and respecting personal space with teacher guidance.
- (7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to identify outdoor recreation and health and fitness activities in school and the community.
- (8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:
- (A) identify the immediate effect of physical activity on the heart and lungs;
 - (B) explain the importance of warm-ups and cool-downs for physical activity; and
 - (C) demonstrate exercises that promote health-related fitness.
- (9) Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:
- (A) develop a health-related goal with teacher guidance; and
 - (B) explain how to measure improvement in physical skills with or without a measuring tool.
- (10) Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:
- (A) identify healthy foods that produce energy for physical activity; and
 - (B) identify different hydration options, including water, that enhance physical activity.
- (11) Health, physical activity, and fitness--environmental awareness and safety

practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:

- (A) identify proper clothing, footwear, and safety equipment for a variety of physical activities; and
 - (B) identify and describe safety precautions, including pedestrian, water, sun, and cycling safety with teacher guidance.
- (12) Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:
- (A) describe how personal actions may have positive or negative consequences;
 - (B) demonstrate respect for differences and similarities in the abilities of self and others; and
 - (C) identify personal impulses and emotions with teacher guidance.
- (13) Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:
- (A) demonstrate respect for and cooperation between self and others through words and actions with teacher guidance; and
 - (B) communicate feelings and thoughts appropriately with teacher guidance.
- (14) Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges. The student is expected to explain how, with practice, challenges in physical activities can turn into successes.
- (15) Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. The student is expected to listen respectfully and respond appropriately to corrective feedback with teacher guidance.
- (16) Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to:
- (A) participate in moderate to vigorous physical activity on a regular basis; and
 - (B) describe physical activity for personal enjoyment with teacher guidance.

§117.105. Art, Grade 1, Adopted 2013.

- (a) Knowledge and skills.
 - (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning, understanding, and applying the elements of art and principles of design. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:
 - (A) identify similarities, differences, and variations among subjects in the environment using the senses; and
 - (B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments.
 - (2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:
 - (A) invent images that combine a variety of lines, shapes, colors, textures, and forms;
 - (B) place components in orderly arrangements to create designs; and
 - (C) increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled forms.
 - (3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:
 - (A) identify simple ideas expressed in artworks through different media;
 - (B) demonstrate an understanding that art is created globally by all people throughout time;
 - (C) discuss the use of art in everyday life; and
 - (D) relate visual art concepts to other disciplines.
 - (4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:

- (A) explain ideas about personal artworks;
- (B) identify ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers; and
- (C) compile collections of artwork such as physical artwork, electronic images, sketchbooks, or portfolios for the purposes of self-evaluations or exhibitions.

§117.106. Music, Grade 1, Adopted 2013.

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

relation to history and cultures. The student is expected to:

- (A) sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music;
 - (B) identify steady beat in short musical excerpts from various periods or times in history and diverse cultures; and
 - (C) identify simple interdisciplinary concepts relating to music.
- (6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances.

The student is expected to:

- (A) identify and demonstrate appropriate audience behavior during live or recorded performances;
- (B) recognize known rhythmic and melodic elements in simple aural examples using known terminology;
- (C) distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and
- (D) respond verbally or through movement to short musical examples.

§117.107. Theatre, Grade 1, Adopted 2013.

- (a) Knowledge and skills.
 - (1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:
 - (A) develop confidence and self-awareness through dramatic play;
 - (B) develop spatial awareness in dramatic play using expressive and rhythmic movement;
 - (C) imitate actions and sounds; and
 - (D) imitate and create animate and inanimate objects in dramatic play.
 - (2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:
 - (A) demonstrate safe use of movement and voice;
 - (B) create roles through imitation;
 - (C) dramatize simple stories; and
 - (D) dramatize poems and songs.
 - (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
 - (A) discuss aspects of the environment for use in dramatic play such as location or climate;
 - (B) adapt the environment for dramatic play using common objects such as tables or chairs;
 - (C) rehearse dramatic play; and
 - (D) cooperate with others in dramatic play.
 - (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
 - (A) imitate life experiences from school and community cultures in dramatic play; and
 - (B) explore diverse cultural and historical experiences through fables, myths, or fairytales in dramatic play.
 - (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
 - (A) discuss, practice, and display appropriate audience behavior;
 - (B) discuss dramatic activities; and
 - (C) discuss the use of music, creative movement, and visual components in dramatic play.

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

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

processing, spreadsheets, graphic organizers, charts, multimedia, simulations, models, and programming languages.

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