# Texas Essential Knowledge and Skills for Grade 3



(a) Introduction.

(1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

(2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and-academic language proficiency. Although

(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;

(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;

(iii) decoding compound words, contractions, and abbreviations;

(iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;

(v) decoding words using knowledge of prefixes;

(vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and

(vii) identifying and reading high-frequency words from a research-based list;

(B) demonstrate and apply spelling knowledge by:

(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;

(ii) spelling homophones;

(iii) spelling compound words, contractions, and abbreviations;

(iv) spelling multisyllabic words with multiple sound-spelling patterns;

(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;

(vi) spelling words using knowledge of prefixes; and

(vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;

(C) alphabetize a series of words to the third letter; and

(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

(3) Developing and sustaining foundational language skills: list4 (i)-1gs:ds us ( p)-3.7 (at)-1.7q -30.n54 (l)2.3

(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 read independently for a sustained period 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;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
- (D) create mental images to deepen understanding;
- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine key ideas;
- (H) synthesize information to create new understanding; and
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating 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, 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)

(A) infer the theme of a work, distinguishing theme from topic;

(B) explain the relationships among the major and minor characters;

(C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and

(D) explain the influence of the setting on the plot.

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple te3avo (n83.7jor(7.ner7.n

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(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 selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;

(B) develop drafts into a focused, structured, and coherent piece of writing by:

(i) organizing with purposeful structure, including an introduction and a conclusion; and

(ii) developing an engaging idea with relevant details;

(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;

(D) edit drafts using standard English conventions, including:

(i) complete [illegible]

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perseverance. Students in Grade 3 are expected to perform their work without the use of calculators.

(4) The primary focal areas in Grade 3 are place value, operations of whole numbers, and understanding fractional units. These focal areas are supported throughout the mathematical strands of number and operations, algebraic reasoning, geometry and measurement, and data analysis. In Grades 3-5, the number set is limited to positive rational numbers. In number and operations, students will focus on applying place value, comparing and ordering whole numbers, connecting multiplication and division, and understanding and representing fractions as numbers and equivalent fractions. In algebraic reasoning, students will use multiple representations of problem situations, determine missing values in number sentences, and represent real-world relationships using number pairs in a table and verbal descriptions. In geometry and measurement, students will identify and c(en)-3.7iynd op-3.7 d (y)n4 (nd op-3- (e)4.4 ( a)4.4 (nd v)5 (e)4.4 (a)4i)2

(D) compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or =.

(3) Number and operations. The student applies mathematical process standards to represent and explain fractional units. The student is expected to:

(A) represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines;

(B) determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line;

(C) explain that the unit fraction 1/b represents the quantity formed by one part of a whole that has been partitioned into b equal parts where b is a non-zero whole number;

(D) compose and decompose a fraction a/b with a numerator greater than zero and less than or equal to b as a sum of parts 1/b;

(E) solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8;

(F) represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines;

(G) explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model; and

(H) compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion use png te (c)4.3 (d3 (us)4 (i)2.3 (o)5.7 (n us)4m)

(H) determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally;

(I) determine if a number is even or odd using divisibility rules;

(J) determine a quotient using the relationship between multiplication and division; and

(K) solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts.

(5) Algebraic reasoning. The student applies mathematical process standards to analyze and create patterns and relationships. The student is expected to:

(A) represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations;

(B) represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations;

(C) describe a multiplication expression as a comparison such as 3 x 24 represents 3 times as much as 24;

(D) determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product; and

(E) represent real-world relationships using number pairs in a table and verbal descriptions.

(6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties. The student is expected to:

(A) classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometronal ficles, iÁ

(C) determine the solutions to problems involving addition and subtraction of time intervals in minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals 45 minutes;

(D) determine when it is appropriate to use measurements of liquid volume (capacity) or weight; and

(E) determine liquid volume (capacity) or weight using appropriate units and tools.

(8) Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:

(A) summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals; and

(B) solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals.

(9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:

(A) explain the connection between human capital/labor and income;

(B) describe the relationship between the availability or scarcity of resources and how that impacts cost;

(C) identify the costs and benefits of planned and unplanned spending decisions;

(D) explain that credit is used when wants or needs exceed the ability to pay and that it is the
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(B) inferences are conclusions reached on the basis of observations or reasoning supported by relevant evidence;

(C) hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power that have been tested over a wide variety of conditions are incorporated into theories; and

(D) scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well established and highly reliable explanations, but they may be subject to change as new areas of science and new technologies are developed.

(4) Science and social ethics. Scientific decision making is a way of answering questions about the natural world involving its own set of ethical standards about how the process of science should be carried out. Students distinguish between scientific decision-making practices and ethical and social decisions that involve science.

(5) Recurring themes and concepts. Science consists of recurring themes and making connections between overarching concepts. Recurring themes include structure and function, systems, models, and patterns. All systems have basic properties that can be described in space, time, energy, and matter. Change and constancy occur in systems as patterns and can be observed, measured, and modeled. Models have limitations but provide a tool for understanding the ideas presented. Students analyze a system in terms of its components and how these components relate to each other, to the whole, and to the external environment.

(6) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.

(1) Scientific 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 descriptive investigations and use engineering practices to design solutions to problems;

(C) demonstrate safe practices and the use of safety equipment during classroom and field investigations as outlined in Texas Education Agency-approved safety standards;

(D) use tools, including hand le3.277 (obl)7.8 (e)4.y st, M i

(F) construct appropriate graphic organizers to collect data, including tables, bar graphs, line graphs, tree maps, concept maps, Venn diagrams, flow charts or sequence maps, and input-output tables that show cause and effect; 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 advantages and limitations of models such as their size, scale, properties, and materials;

(B) analyze data by identifying any significant features, patterns, or sources of error;

(C) use mathematical calculations to compare patterns and relationships; and

(D) evaluate a design or object using criteria.

(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)

(F) explain the relationship between the structure and function of objects, organisms,

(B) investigate and explain how soils such as sand and clay are formed by weathering of rock and by decomposition of plant and animal remains; and

(C) model and describe rapid changes in Earth's surface such as volcanic eruptions, earthquakes, and landslides.

(11) Earth and space. The student understands how natural resources are important and can be managed. The student is expected to:

(A) explore and explain how humans use natural resources such as in construction, in agriculture, in transportation, and to make products;

(B) explain why the conservation of natural resources is important; and

(C) identify ways to conserve natural resources through reducing, reusing, or recycling.

(12) Organisms and environments. The student describes patterns, cycles, systems, and relationships within environments. The student is expected to:

(A) explain how temperature and precipitation affect animal growth and behavior through migration and hibernation and plant responses through dormancy;

(B) identify and describe the flow of energy in a food chain and predict how changes in a food chain such as removal of frogs from a pond or bees from a field affect the ecosystem;

(C) describe how natural changes to the environment such as floods and droughts cause some organisms to thrive and others to perish or move to new locations; and

(D) identify fossils as evidence of past living organisms and environments, including common Texas fossils.

(13) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that function to help them survive within their environments. The student is expected to:

(A) explore and explain how external structures and functions of animals such as the neck of a giraffe or webbed feet on a duck enable them to survive in their environment; and

(B) explore, illustrate, and compare life cycles in organisms such as beetles, crickets, radishes, or lima beans.

Source: The provisions of this §112.5 adopted to be effective April 26, 2022, 47 TexReg 2136.

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(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.

(b) Introduction.

(1) In Grade 3, students learn how diverse individuals have changed their communities and world. Students study the effects inspiring heroes have had on communities, past and present. Students learn about the lives of heroic men and women who made important choices, overcame obstacles, sacrificed for the betterment of others, and embarked on

journeys that resulted in new ideas, new inventions, new technologies, and new communities. Students expand their knowledge through the identification and study of people who made a difference, influenced public policy and decision making, and participated in resolving issues that are important to all people. Throughout Grade 3, students develop an understanding of the economic, cultural, and scientific contributions made by individuals.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies, founding documents, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various dis.8 (d)-3.2.3 ( soe18 (m)1.1 ( t)-1.7 (ls3 ( an)-3.8 (d)-3.7c (ar)-1.4 (i)-1.7 (t)-1.7 (i)-1.7 (cal)-1.7 ( an)-e ca
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created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

(8) Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.

(c) Knowledge and skills.

(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:

(A) describe how individuals, events, and ideas have changed communities, past and present;

(B) identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin FranP 4[1.8 (a)2.4 (ls)2.4 (n F)1.6 (a)4.4 9o603 Tw 0.25f1 (pous)4 (e)-1.1 (d i)2.4 (n t)2

(B) create a simple budget that allocates money for spending and saving.

(6) Economics. The student understands the concept of the free enterprise system and how

(11) Culture. The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to:

(A) identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four Chaplains; and

(B) identify and describe the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes.

(12) Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to identify how various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and their stories, poems, statues, and paintings contribute to the cultural heritage of communities.

(13) Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student is expected to:

(A) identify individuals who have discovered scientific breakthroughs or created or invented new technology such as Jonas Salk, Cyrus McCormick, Bill Gates, Louis Pasteur, and others; and

(B) describe the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.

(14) 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, including historical and current events and geographic data, about the community using a variety of resources;

(B) differentiate and compare the information about a specific issue or event provided in primary and secondary sources;

(C) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and
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(3) In Kindergarten-Grade 3, students gain an understanding of health information and skills through five strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; and alcohol, tobacco, and other drugs.

(A) Physical health and hygiene education helps to prepare students for improved

(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 name, locate, and describe the primary functions and major components of body systems, including the skeletal, muscular, circulatory, and respiratory systems.

(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) explain the importance of seeking assistance in making decisions about health;

(B) describe methods of accessing information about health;

(C) identify the benefits of decision making about personal health;

(D) identify the importance of taking personal responsibility for developing and maintaining personal hygiene and health habits;

(E) explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization;

(F) identify that there are diseases such as allergies, asthma, diabetes, and epilepsy that are not caused by germs; and

(G) identify common vectors, including ticks and mosquitos, and explain how and when to perform a self-check for vectors.

(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) communicate needs, wants, and emotions in healthy ways;

(B) describe strategies for assessing thoughts and applying calming and self-management practices;

(C)

(A) describe methods for managing challenges related to long-term health conditions;

(B) describe strategies to support others in managing different learning needs;

(C) describe positive outcomes of stress, including creativity, focus, energy, drive, and purpose;

(D) describe and practice healthy behaviors that reduce stress; and

(E) describe the importance of acceptance of oneself and others.

(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) classify foods by the nutrients they provide;

(B) plan a balanced meal that follows government nutrition guidelines;

(C) examine nutrition labels to identify the difference between foods containing natural sugars and foods with added sugars or sweeteners; and

(D) identify and categorize foods based on saturated and unsaturated fat content.

(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 describe the importance of accessing health information through a variety of credible health resources.

(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 the common food allergens listed on food packaging; and

(B) describe how healthy and unhealthy behaviors affect body systems and demonstrate refusal skills in dealing with unhealthy eating situations.

(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 develop a home-safety and emergency response plan such as a fire safety plan.

(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 identify refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected.

(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) identify reasons for avoiding violence, gangs, weapons, and drugs;

(B) identify characteristics of safe home, school, and community environments;

(C) discuss the hazards of unsupervised and improper handling of guns and other weapons; and

(D) create a personal safety plan.

(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:

(A) identify and discuss the need for safety awareness in a digital or online environment;

(B) identify appropriate ways to communicate in digital and online environments;

(C) discuss who is appropriate to communicate with and what is appropriate information to share in digital and online environments; and

(D) explain consequences that result from cyberbullying and inappropriate digital and online usage.

(13) Injury and violence prevention and safety--interpersonal violence. The student

(18) Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to demonstrate refusal skills related to alcohol, tobacco, and other drugs using assertive communication.

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(a) Introduction.

(1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).

(A) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).

(B) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).

(C) Research shows physical education is important to the development of the whole students in physical activity for the purposes of self-expression, enjoyment, and challenge.

(3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.

(4) Access to age-appropriate physical education equipment is essential to quality instruction. Basic, age-

(B) combine pathways and levels into various movement patterns in a wide variety of physical activities; and

(C) combine speed, direction, and force as directed by teacher.

(5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The

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achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.

(2) Four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal

(B) compare and contrast artworks created by historical and contemporary men and women, making connections to various cultures;

(C) connect art to career opportunities for positions such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers; and

(D) investigate the connections of 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) evaluate the elements of art, principles of design, or expressive qualities in artworks of self, peers, and historical and contemporary artists;

(B) use methods such as oral response or artist statements to identify main ideas found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums; and

(C) compile collections of personal artworks such as physical artworks, electronic images, sketchbooks, or portfolios for purposes of self assessment or exhibition.

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(a) Introduction.

(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.

(2) Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.

(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:

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

(C) identify the relationsh8 (d)-3.7 (s,)-2.4 ( an)-3.7 (d)-3.7 ( cuu12( st)4h 3v5,)-2.(s,)-2.4 ( anw)ys, onsustc1 (

(1) No later than August 1, 2024, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills identified in this section.

(2) If the commissioner makes the determination that instructional materials funding has been made available this section shall be implemented beginning with the 2024-2025 school year and apply to the 2024-2025 and subsequent school years.

(3) If the commissioner does not make the determination that instructional materials funding has been made available under this subsection, the commissioner shall determine no later than August 1 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that this section shall be implemented for the following school year.

(b) Introduction.

(1) Technology includes data communication, data processing, and the devices used for these tasks locally and across networks. Learning to apply these technologies motivates students to develop critical-thinking skills, higher-order thinking, and innovative problem solving. Technology applications incorporates the study of digital tools, devices, communication, and programming to empower students to apply current and emerging technologies in their careers, their education, and beyond.

(2) The technology applications Texas Essential Knowledge and Skills (TEKS) consist of five strands that prepare students to be literate in technology applications by Grade 8: computational thinking; creativity and innovation; data literacy, management, and representation; digital citizenship; and practical technology concepts. Communication and collaboration skills are embedded across the strands.

(A) Computational thinking. Students break down the problem-solving process into four steps: decomposition, pattern recognition, abstraction, and algorithms.

(B) Creativity and innovation. Students use innovative design processes to develop solutions to problems. Students plan a solution, create the solution, test the solution, iterate, and debug the solution as needed, and implement a completely new and innovative product.

(C) Data literacy, management, and representation. Students collect, organize, manage, analyze, and publish various types of data for an audience.

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(4) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) Computational thinking--foundations. The student explores the core concepts of computational thinking, a set of problem-solving processes that involve decomposition, pattern recognition, abstraction, and algorithms. The student is expected to:

(A) decompose story problems into smaller, manageable subproblems and identify a solution to the problems;

(B) identify simple and complex patterns in story problems;

(C) develop a plan collaboratively and document a plan that outlines specific steps taken to complete a project; and

(D) debug simple algorithms (set of procedures) by identifying and removing errors.

(2) Computational thinking--applications. The student applies the fundamentals of computer science. The student is expected to:

(A) use variables within a program to store data; and

(B) use a design process to create programs that include sequences, loops, and conditionals to express ideas or address a problem.

(3) Creativity and innovation--innovative design process. The student takes an active role in ying amov()(t)-1. (e)4.4 (o)-1. (f)2.7 (yi)2.3.8 d7 (m)5. (o)-1. (f)2.7gn)(t)-1. of procoroan cplee7 (i)2.3y id

(3) Creativity and innovation--yibug sying ebug sy.4 ( s)4 (t)2. prn cgoror (em)1 (.)]TJ0

(A) define digital footprint;

(B) define digital etiquette; and

(C) define digital collaboration.

(9) Digital citizenship--ethics and laws. The student recognizes and practices responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:

(A) demonstrate adherence to local acceptable use policy (AUP) that reflects positive social behavior in the digital environment;

(B) communicate the purpose of copyright law and identify appropriate and inappropriate uses of digital content and information; and

(C) identify the required elements of citations for digital forms of media.

(10) Digital citizenship--privacy, safety, and security. The student practices safe, legal, and ethical digital behaviors to become a socially responsible digital citizen. The student is expected to:

(A) demonstrate account safety, including creating a strong password and logging off accounts and devices;

(B) describe ways to employ safe practices such as protecting digital identity and avoid online dangers suchlosi-3.7 (an)-3.7 (ga d)-3.7  (t)-1.7 (i)-1.7 (ti)-3.7 (e eeh)-3.8 sty (so)-1.3